Saskatchewan
Education

Evaluation of the Community Schools Program:

Executive Summary

Saskatchewan

January, 1984

EVALUATION OF THE COMMUNITY SCHOOLS PROGRAM

Executive Summary

Submitted to

Community Education Branch
Policy, Planning and Special Projects
Saskatchewan Education

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The opinions expressed in this report are those of the authors and do not necessarily reflect the views of Saskatchewan Education.

ORGANIZATION OF REPORT DOCUMENTS

This document is the Executive Summary of the evaluation of the Saskatchewan Community Schools Program. The Executive Summary is one of the three volumes of a final report submitted to Saskatchewan Education by the Educational Research Institute of British Columbia. The other two volumes are the Amplified Report and the Appendices.

The Executive Summary was designed as an overview and summary of the study. It is intended to describe the purposes of the evaluation, the information collection methods and analysis, and a summary of the findings and conclusions. The Executive Summary places special emphasis on the recommendations. Complete information on all of these topics, including a summary of the data on which the recommendations are based, is contained in the Amplified Report. The Appendices are intended primarily for technical use and contain the Prospectus for the evaluation, and the questionnaires and interview schedules used for data collection.

STATEMENT OF THE PROBLEM

The Community Schools Program was implemented in 11 inner-city schools in Regina, Saskatoon and Prince Albert in September 1980, and extended to four additional schools in September 1981. An interim review was conducted by the six school divisions involved and the Department in the spring of 1982, and the present evaluation was conducted in the spring of 1983. Both evaluations were mandated as part of the original contractual agreement between Saskatchewan Education and the school divisions.

As noted in the Prospectus for the evaluation, there were several purposes for the present evaluation. These included the following:

- to reassess the objectives of the program at the divisional and school levels
- to assess the development and impact of the program's components
- to assess the impact of the program resource components (teaching associates, community school coordinators, central office consultants, nutrition program, and local curriculum grants)
- to assess the extent to which the program model and resources have contributed to the fulfillment of the program's objectives
- to assess the implementation and administrative processes of the program.

METHODOLOGY

Overview

The evaluation plan was developed to provide for collection of data to meet the specifications in the Prospectus for the Community Schools Program Evaluation. Because of the nature and extent of the program it was deemed desirable to include the viewpoints of as many persons as possible in the data collection. The major emphasis of the data collection was on structured interviews with a variety of program participants, in order to survey the opinions, attitudes, beliefs, and perceptions of as many persons as possible. Some quantitative data were collected by means of questionnaires distributed to parents and school trustees.

Instrumentation

The seven core components of the Community Schools Program closely parallel the Minzey model of community education (Minzey, 1974). These components, which have served as goals and objectives for the Community Schools Program, are presented in detail on pages 19 - 22 of the Discussion Paper (Saskatchewan Education, March, 1980). These seven core components are as follows:

1. community use of facilities
2. community involvement in the regular school and classroom programs
3. community-based adult education programs
4. additional programs for children and youth
5. community development
6. coordination of social services
7. representative community school councils.

These seven core components of the Community Schools Program were used as guidelines for instrument development.

All of the instruments used in the evaluation were designed specifically for this project. The Project Director worked in collaboration with the two consultants to design an instrument to fit each target population. The method of interview and questionnaire design allowed for many constituent persons to be asked the same set of questions, as relevant, allowing for the validity of participants' perceptions to be cross-checked. Forms were also designed to collect data from coordinators on facility usage, additional programs, and community involvement in the classroom program.

Interview schedules, forms and questionnaires were reviewed by members of the Evaluation Reference Committee which had been struck by the Department, and by the Department of Education's Research Information Steering Committee before the data collection was undertaken.

Population and Sample

Given the objectives of the Community Schools Program and the goals of the evaluation, it was determined that the following were appropriate target populations for the evaluation:

1. Principals of the community schools (N=15).

2. Community school coordinators (N=15).

3. Teachers. Two teachers were randomly selected from each school (for a total of thirty) and were interviewed.

4. Teaching Associates. Two associates (for a total of thirty) were randomly selected from each school and were interviewed.

5. Senior administrators. Six Directors of Education and six senior administrators with responsibility for community schools were interviewed.

6. Community school council members. Two representatives from the community school council (or its equivalent, or Steering Committee) (for a total of thirty council members) were selected from each school and were interviewed.

7. Social agency representatives. Twenty-one social agency representatives were selected and interviewed.

8. Parents. Each school was responsible for distribution of a questionnaire to all parents via students in the school. Parents with more than one student in the school were requested to complete only one form and to return it to school with their oldest child. The number of families represented in the community schools is 2155. Of these, 1117 (or 51.8%) returned questionnaires.

9. Trustees. Chairmen of the Board of all six school divisions were sent a questionnaire for each trustee in their division. Nineteen trustees completed and returned questionnaires.

Treatment of Data

Since the majority of data were collected by means of interviews, qualitative analysis was used for analysis for the largest portion of the data. Each interview was analyzed and interpreted according to major trends, themes or structures of reasoning.

Parent questionnaires were analyzed by generating a coding scheme for the responses and these responses were analyzed both statistically and qualitatively. Similarly, since all persons had been asked to rate their preferred decision-making role for school staff and school councils, these data were statistically analyzed. Data from the coordinator forms were tallied.

RESULTS

A detailed report of all results is presented in the Amplified Report.

In general, there is widespread support for the goals and aims of the Community Schools Program among all constituents. Coordinators express slightly more dissatisfaction than other groups, but this is consistent with other evaluation research findings as well as popular wisdom. The role description for the coordinator's position presents a very broad mandate, a situation which is not unique to Saskatchewan, and coordinators often appear somewhat awed by the enormity of the tasks still before them.

All of the data indicate that there has been significant progress towards the goals and objectives of the Community Schools Program. Similarly, all constituent groups pointed to a variety of highly positive impacts of the program on Native and non-Native students, and there were no negative impacts cited.

DISCUSSION, SUMMARY AND RECOMMENDATIONS

The data upon which the Recommendations are based are fully reported in the Results section of the Amplified Report.

For ease of presentation, this section of the Executive Summary is organized in the same format as the Community Schools Program Discussion Paper (Saskatchewan Education, March 1980). Section numbers in headings refer to section headings in the Discussion Paper.

The Community Schools Program has had a substantial impact on the majority of schools in which it has been implemented, and has widespread support both within the educational community and the community-at-large. Therefore, it is recommended, without reservation, that the Community Schools Program be continued. The recommendations derived from the present study are intended to be considered for the improvement of the functioning of the program.

Program Resources (Section 4.0) and Administrative Support Budget (Section 4.1)

In general the hasty implementation of the Community Schools Program precluded adequate preservice training for school personnel who would be involved in the delivery of the program. However, it is also reasonable to assume, from the comments made by various persons in a variety of positions, that had the Department itself not effected the implementation of the program, the program would not exist.

Many of the inadequacies of the preservice training have been rectified by inservice training programs provided both by the Department and many of the school divisions over the past three years. There is, however, a need for on-going inservice training for community school personnel. Furthermore, while recognizing the difficulty school divisions currently experience in transferring staff between schools, it seems apparent that school divisions may not always be as sensitive to the special needs of community schools in staffing as they could be.

In conjunction with this, it is noted that there are a variety of uses for the Administrative Support Budget, and that the various arrangements of the school divisions do not equally facilitate effective operation of the Community Schools Program.

Therefore, based on the above considerations, the following recommendations are made:

1. That school divisions make every effort possible to ensure that staff (principals and teachers in particular) selected for positions in community schools be knowledgeable about and committed to the goals and aims of the Community Schools Program.

2. That administrative staff, when selecting teaching personnel for community schools, give particular heed to the special needs of community schools. For teachers, support for the philosophy of community schools, and the ability to feel comfortable with community involvement in the classroom and with "hands-on" learning should be additional criteria for appointment to the staff of a community school.

3. For school divisions with three or more designated community schools, that the division employ <u>one</u> full-time central administrative officer (or "coordinator") whose major responsibility is for community schools, and that this

position be funded directly by the Department of Education. For school divisions with two designated community schools, that the division employ one half-time central administrative officer, and that this half-time position be funded directly by the Department of Education. (As of September 1983 there will be no school divisions with only one community school.) It may be desirable for this central administrative officer also to be responsible for one or two areas related to the Community Schools Program, such as inner city and/or Native issues.

4. That the Department provide each school division with funds to be used exclusively for direct expenses incurred in providing inservice training for community school staffs. In addition, a provision should be made for senior administrators to attend conferences directly related to the Community Schools Program. This recommendation involves a clearer allocation of existing funds.

5. That any remaining funds currently allocated for central office administrative support be reallocated for specific expenses incurred directly as a result of the Community Schools Program where desirable (for example, to supplement maintenance salaries); and where the remaining funds are not necessary for specific expenses that they be discontinued.

6. That, as a minimum, one professional day each year be used for further inservice training on the goals and objectives of community schools, preferably for all community school personnel in a given school. Individual schools may wish to pool their resources for this inservice training.

Community School Coordinators (Section 4.2)

Despite the rather extensive role description presented in the 1980 Discussion Paper, coordinators generally continue to experience some concern about role definitions. Additionally, the majority of coordinators would like to have increased contact with other coordinators in the province. Therefore, it is recommended:

7. That a procedure be developed which will allow community school coordinators, as a group and in conjunction with school division personnel and Department of Education personnel, to clarify role definitions and expectations.

The current inequities between school divisions in salaries for coordinators are a hindrance to effective functioning of the Community Schools Program in some school divisions. The coordinator's position is as "a professional community worker...It is important to contrast the role of the community school coordinator with that of the paraprofessional community aide" (Discussion Paper, 1980, page 9). In some divisions, the restrictions on acceptable academic degrees for wage scales are also an impediment to equitable salaries. If salaries are suitable to attract a wide variety of candidates, and are consistent with the degree of expertise demanded by the role description, the major area of the degree should not be an issue of consideration in determining the level of remuneration.

Additionally, it is presumed that a needs assessment would reveal a need for summer programs in the neighbourhoods served by community schools. If this is found to be the case, contracts should be amended to 12 months and salaries increased by a further 10%. Therefore, it is recommended:

8. That coordinators' salaries be based on a uniform scale throughout the province, consistent with the provincial salary scale for teachers, as recommended in the Discussion Paper (1980). An additional administrative allowance should be added to that salary scale.

Native Teaching Associates (Section 4.3)

A great number of persons who participated in the study spoke about the significant contribution that is made by Native and Metis teaching associates to the functioning of the program, and in particular the highly positive aspect of providing a role model for Native and Metis students. In addition, at the present time the hiring of Native and Metis persons for the position of teaching associate would appear to be one of the few ways of ensuring that school staffs reflect the composition of the community in which the school is situated. Therefore, it is recommended:

> 9. That, in keeping with the original intent of the Community Schools Program, school divisions give preference to persons of Indian or Metis ancestry for the position of teacher associate.

Similarly, schools with a high proportion of immigrant students may wish to reflect this fact in the selection of teaching associates.

A variety of data collected in the evaluation study suggest that the current utilization of associates may not take advantage of many of their potential strengths which would be of value to the program. For example, it may be desirable to reconsider whether an associate's greatest possible contribution can be made if the associate works full-time in the school library. Furthermore, 'clerical' tasks which are normally a part of the teacher's job ought to be shared equally between a sponsoring teacher and his/her associate. It is not appropriate for a teacher or principal to expect the associate to perform all clerical tasks which are required for the

functioning of a classroom. Furthermore, the amount of time associates spend on home visits appears relatively small considering that many persons perceive the home visit component of the program as very important.

However, it is also recognized that schools may wish to retain some flexibility in terms of utilization of associates. One possible solution would be to have one associate per school who develops expertise in the area of home visits, counselling, and other specialized services. Some redefinition of appropriate tasks needs to be undertaken. It is noteworthy that an excellent and appropriate role description is presented in the Discussion Paper. Therefore, it is recommended:

10. That a procedure be developed which will allow teacher associates, in conjunction with community school teachers, coordinators, principals, school division administrative personnel and Department of Education personnel, to clarify role definitions and expectations. The job description presented in Section 4.3 (Discussion Paper, 1980) should serve as an effective starting point.

11. That the work of teacher associates focus on classroom activities and home visits as appropriate, and that associates <u>not</u> be utilized as clerical support staff.

Since the teaching associate position is a paraprofessional position, it is to be expected that there will be ongoing needs for preservice and inservice training. In addition, a number of associates have already left the position for teacher training programs, notably the Dumont Institute's Saskatchewan Urban Native Teacher Education Program (SUNTEP), and several more intend to do so. In order to lessen the financial impediments to further education for associates, and in order to preserve the contribution that associates can

make to the program, it would seem appropriate to develop the option of combining training and practice. Therefore, it is recommended:

12. That the option of working half-time and being enrolled half-time in the SUNTEP program (or a similar teacher training program such as ITEP or NORTEP) be made available to associates.

13. That the school divisions and the Department make provision for on-going orientation and training programs for associates as necessitated by staff turnover.

Local Curriculum Grants (Section 4.4) and Community Education Budget (Section 4.2)

The data clearly indicate that the mandate for these two budgets is not clear enough from the perspective of most schools and councils, and that expenses are arbitrarily assigned. Therefore, it is recommended:

14. That the funds made available to community schools through these two budget items be amalgamated and considered as one fund.

The statement made by many personnel at smaller schools that there is a small surplus of funds, and a parallel statement from personnel at larger schools that there will not be adequate funds indicates the need for a redistribution of these funds. It is recognized that small schools also have unique needs which would not be met equitably by a simple per pupil allocation. A solution would be a reallocation of funds according to a formula which recognizes the unique needs of small schools, and yet still takes into account the relationship of expenses to enrollment. Therefore, it is recommended:

15. That funds be reallocated according to a formula which provides a basic grant to each school plus a fixed amount per pupil. It is recommended that the following formula be used: $5500 basic grant plus $10 per pupil. Using this formula, a school of 100 pupils would receive $6500, and a school of 500 pupils would receive $10,500.

Using this revised formula and 1982 - 1983 enrolment figures, the Department of Education would have approximately $18,950 as a surplus. In order to alleviate some of the sense of inequity involved with the Community Schools Program, to stimulate community development, and to assist in meeting the goals of the Community Schools Program in neighbourhoods without a community school, it is recommended:

16. That a separate fund be instituted from the funds remaining from the reallocation specified in Recommendation 15. This new fund should be made available to Innovative Community Education projects initiated by the community. This fund should be available only to currently non-designated schools, and should have two purposes: 1) to provide financial support for innovative projects directed towards meeting one or more of the seven community school components, for example, a special teen drop-in program, and 2) to provide assistance to community groups who wish to seek community school designation for a school. Application for grants under this initiative should be made to the Department of Education. The Department should set up a procedure for publicizing this fund and for adjudicating proposals. Where more than one proposal is submitted from a school division, the Department may wish to seek consultation with the school division in arriving at a funding decision.

One of the original intents of the community education budget was "to facilitate community involvement in the school and as a support budget to the community school coordinator and the community school council" (Discussion Paper, page 10). However, in only a few schools does council have direct

control of the funds. There have been reports of principals and school divisions challenging the decisions of even those councils which have apparent control of the funds on the basis that the proposed expenditures are inappropriate. In addition, it does not facilitate community involvement to have the funds available to council only through the school division's central office. This situation would be rectified by placing the funds directly in control of the council and in providing council with guidelines for appropriate expenditures. In order to stimulate community involvement in the activities of the community school, it is recommended:

17. That funds for the operation of community schools be allocated directly from the Department to the individual community school councils, that councils be presented with guidelines with respect to appropriate usage of these funds, and that councils be accountable to the Department for these funds.

School Nutrition Program (Section 4.5)

The data strongly suggest that the School Nutrition Program is a significant aspect of the Community Schools Program, and that the majority of people involved perceive a great deal of benefit from the Nutrition Program. Although recommendations about the Nutrition Program are beyond the mandate of this evaluation, based on the data available the evaluation team supports continuance of the program. Additionally, the interview data suggest that a number of persons perceive that there are still a great many children in need attending community schools. The Department should consider developing a set of criteria for appropriate implementation of the Nutrition Program, and in

cases where communities can document a need according to the criteria, should consider extending the Nutrition Program to those schools.

Community Schools Program Components (Section 5.0)
Community Use of Facilities (Section 5.0.1)

The data strongly indicate that this is a very highly developed aspect of the Community Schools Program in most schools. However, the success of this component is still impeded by organizational aspects of the relationship between some school divisions and their community schools. Therefore, it is recommended:

18. That all school divisions grant the right and responsibility for bookings of the community school facilities to the community school coordinator. Additionally, if the school division office is approached with requests for use of community school facilities, the request should be referred to the community school coordinator in order to avoid duplicate bookings.

Community Involvement in the Regular School and Classroom Programs (Section 5.0.2)

While it would appear that there has been some progress in this area in most schools, the progress in general is quite limited. Greatest gains appear to have been made in community involvement in one-time special events rather than in terms of ongoing programs.

Only six schools reported specific Native programs. While the number of such programs was probably underreported, as much of the work in this area may be undertaken by Native and Metis teaching associates, this finding was surprising. Given the thrust of the Community Schools Program, there is a need to increase the number of Native and Metis community resources in the classroom. In addition, the community resource programs appear to be considered as "add-ons" rather than being integrated with the curriculum. The teaching staff should begin to explore ways in which community resources could be used for expanding experiential learning in the curriculum. Therefore, it is recommended:

19. That all community school teachers receive in-service training in encouraging and utilizing community resources in the regular classroom program, and in experiential learning, with the Department absorbing direct costs and teacher release time provided from professional development days.

20. That the development of a Native Studies curriculum be undertaken at the provincial level, and that the expertise of the associates be utilized as part of a committee which would be consulted on the curriculum as it is being developed.

Community-Based Adult Education Programs (Section 5.0.3)

Again, the gains made by most community schools in this area are substantial.

However, the program information collected from coordinators indicated that most of the adult programs were of a general interest nature (for

example, fitness, furniture refinishing, haircutting). Only one school reported an adult program which could be classified as basic upgrading. While many upgrading courses would be available through the community colleges, a community school can often serve as an ideal location for the decentralized provision of such courses. The school divisions and the Department of Education should encourage the Community Colleges to provide needed adult basic education courses at the community schools. There is an apparent need for courses to be offered at reduced cost. Therefore, it is recommended:

21. That basic adult training courses be provided at the school or school division level.

Additional Programs for Children and Youth (Section 5.0.4)

Great gains have been made by most schools in this component of the program.

The data collected from coordinators clearly show that young children (under 9 years old) and teenagers (14 - 19 years old) have fewer programs specifically for their age group. While it was beyond the scope of this study to determine program needs in the various communities, the data suggest that each of the community schools would benefit from a survey of needs in their area. A needs assessment would also be utilized to identify the extent to which these needs are being met by programs offered by other agencies. The results of the assessment could be used to plan, in cooperation with other agencies, a rational approach for meeting gaps in programs. Therefore, it is recommended:

22. That community school coordinators determine program needs for teens (ages 15 to 19) and children under age 9 to determine whether these needs are being met, and, where they are not, to attempt to meet these needs with appropriate programming.

As noted in Recommendation 18, some of the school divisions have policies which hinder facility use. Implementation of Recommendation 18 would also have an impact on this component of the program.

Community Development (Section 5.0.5)

Community development is a time-consuming task which normally follows the development of a sense of community. As might be expected, the community schools have made some incursions into developing a sense of community in some neighbourhoods, but not in others. The amount of community development currently taking place is minimal.

Given the data presented in Tables 4.1 through 4.8, it appears that there is a general lack of consensus about the role of council in relation to the school. Recommendations 16 and 17 in particular are intended to strengthen the role of community school councils, and in turn, councils may determine that it is desirable to undertake more community development as a result. In addition, Recommendation 16 should provide an incentive for community development, particularly in communities currently without a community school.

All of the schools need to reach out to the non-parent residents of their communities. The community schools should consider developing a regular

community school newsletter (at least three times a year) which would feature program news, council information, and community events. A house-to-house distribution system also needs to be developed in order for the newsletter to reach non-parent residents. A newsletter could be a powerful tool in opening the school to the community. Therefore, it is recommended:

23. That community schools, at the initiative of the coordinator, develop effective means of reaching non-parent residents of the community.

Coordination of Social Services (Section 5.0.6)

The majority of schools report some progress in terms of coordination of social services. However, the majority of coordinators cited cases where social agencies had been contacted with regard to a single case. Therefore, it is recommended:

24. That efforts be made by community school coordinators to strengthen ties with various social service agencies, not only in relation to individual cases, but also in terms of program development and coordination. In addition, that community school coordinators be encouraged to explore the feasibility and desirability of developing month interagency meetings.

Representative Community School Councils (Section 5.0.7)

All of the data suggest that community school council development has not kept pace with program development. Four of the community school councils are

at a preliminary stage of development and another three need to broaden their non-school base.

Given the lack of consensus about appropriate levels of decision-making for community school councils (Tables 4.1 to 4.8), it is essential:

25. That clearer guidelines be developed regarding the areas of decision-making for community school councils.

The majority of community schools currently have a community school council in place. Given that a functioning council is essential to the effective operation of a community school, it is recommended:

26. That after a further two year period, schools without adequately functioning councils lose their designation as a community school and the benefits accruing from the program.

Hypothetically, if this recommendation were implemented at present, four schools would probably not meet the criteria for continuing designation. It is hoped that within the next two years these four coordinators will be able to use this recommendation in a constructive way to mobilize community interest in the program.

Because of the extensive involvement of coordinators in all aspects of the community school, and because of the influence inherent in this involvement, it is recommended:

26a. That the coordinator not have a vote on council.

It is to be expected that the principal be intensively involved with the work of the council. The principal has a critical role not only in expressing his/her opinions about the needs of the school, but also in terms of providing accurate information about school board policy. However, in terms of council development, it is counterproductive for the principal to have more than one vote, or to have the power to veto votes of council. The principal's vote should be equal to the vote of any other member of council. Therefore, it is recommended:

26b. The principal should continue to be a voting member of council, with one vote equal to that of any other member.

Because teaching staff may wish to have its point of view represented on council, particularly in terms of potential recommendations regarding expenditures of council on curricular needs, it is recommended:

26c. That there continue to be a minimum of one teacher representative as a voting member of council.

Criteria for Selecting Community Schools (Section 7.0)

Because of the new criteria for the continuation of the Community Schools Program in any existing community school (as outlined in Recommendation 25) and because effective involvement of the community is essential to the success of the program, the process of designation of community schools needs to be reconsidered. The initial "top-down" implementation may have been the only

effective means of instituting the program initially, but as of September 1983 there are sixteen community schools in place which can serve as model schools for other communities. The program will be susceptible to abuse if designation can be sought by a principal alone or by school staff. Community involvement should be added as a criterion for designation within the program. Therefore, it is recommended:

> 27. That no additional schools be designated unless it can be demonstrated that there is significant community support for designation.

This demonstration of community support could be partly funded by money made available to community organizations through Recommendation 17. Projects funded through the Innovative Community Education Program should be directed towards programs which would provide an assessment of needs in a community, which meet the goals and objectives of the Community Schools Program, and/or which would serve as demonstration projects in a community which would like to seek designation for a school.

Finally:

> 28. In addition to the community involvement criterion noted in Recommendation 27, the criteria noted in Section 7.0 of the Discussion Paper should remain as requirements for designation of community schools.

The Community Schools Program is, without doubt, the largest and most successful program directed towards the social problems of inner-city students in any Canadian province. It provides a <u>constructive</u> means of enabling schools to bridge the gap between the culture of the school and the culture of

the home. While there is little doubt that many schools in a variety of neighbourhoods would benefit from this type of program, the limited resources of this era dictate that available resources should be placed in communities with greatest needs.

It must be realized that a program which has only existed for two or three years cannot be expected to have a measurable effect on student achievement. Even in the long term, because of the high degree of mobility of the populations served by the community schools, any research on this issue necessarily will be difficult. Nor is it reasonable to expect the program to have an impact on mobility, which is rooted in complex structural factors. However, community schools have made notable gains in terms of community involvement and programming. Reciprocally, we can infer that the alienation of inner-city poor from the school has been reduced. But because the problems are deeply-rooted in society, it is not reasonable to expect a quick remedy. Only intensive programs such as this can be expected to effect permanent social change, and only after continuing efforts over a lengthy period of time.

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ABSTRACT

An evaluation was undertaken to assess the functioning and impact of the provincially-funded Community Schools Program. The program was implemented in 11 inner-city schools in Regina, Saskatoon and Prince Albert in September 1980, and extended to four additional schools in September 1981. An interim review was conducted by the six school divisions involved and the Department in the spring of 1982, and the present evaluation was conducted in the spring of 1983. Both evaluations were mandated as part of the original contractual agreement between Saskatchewan Education and the school divisions.

A project director and two consultants were hired to undertake the evaluation study. The goals of the evaluation and the instruments to be used for data collection were reviewed by a Community Schools Evaluation Reference Committee; this Reference Committee consisted of fifteen persons selected by Saskatchewan Education and represented all levels of personnel from all six school divisions.

Given that there was a great deal of questionnaire data collected in the self-evaluations carried out in 1982, the present evaluation focused more heavily on collection of data by means of structured interviews. Interviews were conducted with Directors of Education, senior administrative personnel with responsibilities for community schools, principals, coordinators, teachers, teaching associates, community school council members, and social

agency representatives. Approximately 160 interviews were conducted. In addition, questionnaires were sent to school trustees in all six school divisions, and approximately 3000 questionnaires were sent to parents of children in community schools.

The results suggest widespread support for the goals and objectives of the Community Schools Program. In keeping with the results of other evaluation studies, coordinators appear to be most critical of the current operation of the program, although coordinators, as well as members of all other groups, perceive numerous benefits as a result of the program. Many parents do not appear to have a high degree of knowledge about the program, with the exception of parents who are actively involved in school programs, but 90% of all parents would like to see the program continued.

The results also indicate that progress towards the seven mandated goals varies from school to school, but in general most schools have made substantial gains in many areas. As would be predicted from other literature in the area, some of the goals of the Community Schools Program are more easily attainable than others, and in general there has been greater progress towards these goals.

Specific recommendations are provided. In general, these are directed towards increasing teacher involvement in the program, and towards strengthening the role of the community school councils in the operation of the schools.

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The Evaluation Reference Committee met several times with the evaluation team, and provided the evaluation team with valuable assistance in the development of instruments for data collection and in the development of the final report. Thanks are due to all members of the Evaluation Reference Committee:

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Without the dedicated effort of all these persons, this project could not have been completed.

Carl J. Bognar
Project Director

ABOUT THE INSTITUTE

The mandate of the Educational Research Institute of British Columbia (ERIBC) is to improve education through research. To achieve this, the Institute provides a wide range of educational research services and supports an internal research program as well as visiting research fellows to ERIBC. The main purpose of ERIBC is to bridge the gap between the generation and application of knowledge in educational practice.

The Institute's major activities are:

- to provide educational research and evaluation services;
- to provide test development and test scoring services;
- to engage in research projects initiated by the Institute;
- to disseminate findings of research;
- to provide research consultation in all areas of testing, evaluation and research methods; and
- to fund research projects through a grants program.

As an independent agency concerned with education, the Institute is well-suited to direct systematic attempts to improve education through such activities.

The Institute is governed by a ten-member Board of Directors. Board members include representatives of the University of British Columbia, Simon Fraser University, University of Victoria, B.C. School Trustees Association,

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ERIBC was chartered as an independent, non-profit educational research institute in May 1967. The main source of revenue to ERIBC is through the provision of research services on a contractual basis; clients have included the Council of Ministers of Education (Canada), provincial ministries of education, and local educational authorities, as well as a range of public service agencies and private industry organizations whose activities include educational programs. The Institute also receives a small non-statutory grant from the provincial government in support of its work of improving education through research.

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INTRODUCTION

The Saskatchewan Community Schools Program finds its origins in the late 1970's as a governmental response to issues of urban Native poverty. The Government of Saskatchewan established a Social Planning Secretariat in 1978, with the mandate of developing an interdepartmental response to these social issues. Early in 1979 the Secretariat produced a working document, The Dimensions of Indian and Native Urban Poverty in Saskatchewan, which, as the title suggests, documented the extent of the problems faced by urban native people, and reviewed several theoretical approaches to the problem of poverty.

As a policy response to the Secretariat's findings, the Department of Education developed a three-pronged approach to attempt to begin to resolve some of these problems at the educational level. These three programs were the Native Survival School (Saskatoon), the Saskatchewan Urban Native Teacher Education Program (SUNTEP), and the Community Schools Program. These three programs were intended to have a synergistic effect; that is, none of the programs alone was considered sufficient to redress the obvious inequities of the educational system as detailed by the Secretariat's report.

A detailed plan of the Community Schools Program components was developed by the Department of Education and was presented in the Community Schools Discussion Paper (March 1980).

Contractual agreements were entered into by the Department of Education and six school divisions, and the Community Schools Program was implemented in

11 inner-city schools in Regina, Saskatoon and Prince Albert in September 1980. In September 1981, the program was extended to four additional schools. An interim review was conducted by the six school divisions involved and the Department in the spring of 1982, and the present evaluation was conducted in the spring of 1983. Both evaluations were mandated as part of the original contractual agreement between Saskatchewan Education and the school divisions.

STATEMENT OF THE PROBLEM

As noted in the Prospectus for the evaluation (February 1983; see Appendix A), there were several purposes for the present evaluation. These included the following:

- to reassess the objectives of the program at the divisional and school levels
- to assess the development and impact of the program's components
- to assess the impact of the program resource components (teaching associates, community school coordinators, central office consultants, nutrition program, and local curriculum grants)
- to assess the extent to which the program model and resources have contributed to the fulfillment of the program's objectives
- to assess the implementation and administrative processes of the program.

METHODOLOGY

Overview

The evaluation plan was developed to provide for collection of data to meet the specifications in the Prospectus for the Community Schools Program Evaluation. Because of the nature and extent of the program it was deemed desirable to include the viewpoints of as many persons as possible in the data collection. The major emphasis of the data collection was on structured interviews with a variety of program participants, in order to survey the opinions, attitudes, beliefs, and perceptions of as many persons as possible. Some quantitative data were collected by means of questionnaires distributed to parents and school trustees.

Instrumentation

All of the instruments used in the evaluation were designed specifically for this project. The Project Director worked in collaboration with the two consultants to design an instrument to fit each target population.

The seven core components of the Community Schools Program closely parallel the Minzey model of community education (Minzey, 1974). These components, which have served as goals and objectives for the Community

Schools Program, are presented in detail on pages 19 - 22 of the Discussion Paper (Saskatchewan Education, March, 1980). These seven core components are as follows:

1. community use of facilities
2. community involvement in the regular school and classroom programs
3. community-based adult education programs
4. additional programs for children and youth
5. community development
6. coordination of social services
7. representative community school councils.

With respect to each of these core components, a series of questions was designed to investigate issues which had been identified as important to the program. Initial issue identification was accomplished by visits by the project director and consultants to a number of community schools and discussions with key personnel. Additional item groups were added to deal with issues of training for the various personnel in the community schools, with special budgets provided to school divisions by the Department to operate the program, and with perceived impacts of the program. The majority of questions were structured to allow for open-ended responses. The result of this stage of the project was twelve "packages" of items which investigated all aspects of the program's implementation and operation.

Then, having already identified the constituent groups for data collection, each "package" was inspected to determine its relevance for each

constituent group. The result was the series of interview schedules and questionnaires contained in Appendix B. The most comprehensive questionnaire is that for coordinators, followed closely by that for principals. This method of interview and questionnaire design allowed for many constituent persons to be asked the same set of questions, as relevant, allowing for the validity of participants' perceptions to be cross-checked.

Three forms were also designed to collect data from coordinators on facility usage, additional programs, and community involvement in the classroom program. These forms will be found in Appendix C. In addition, schools were requested to provide enrollment figures (both number of students and number of families).

Once the interview, forms and questionnaire design had been completed, copies were distributed to all members of the Evaluation Reference Committee which had been struck by the Department for the purposes of providing some direction to the evaluation. The Reference Committee consisted of 15 persons selected by the Department to represent all levels of personnel involved in the delivery of the Community Schools Program, and to represent all six school divisions. The Reference Committee suggested amendments to a number of questionnaire and interview items, and these were incorporated before data collection began. The interview schedules, questionnaires and forms, as well as the general approach to the project, were also reviewed by the Department of Education's Research Information Steering Committee before the data collection was undertaken.

Unfortunately, time constraints on the project did not allow for pilot testing of the instruments before data collection began.

Population and Sample

Given the objectives of the Community Schools Program and the goals of the evaluation, it was determined that the following were appropriate target populations for the evaluation:

1. Principals of the community schools. All fifteen principals were interviewed using a common interview schedule. (A copy of this interview schedule will be found in Appendix B.1.)

2. Community school coordinators. Fourteen coordinators were interviewed using a common interview schedule. One coordinator had resigned before data collection and the vacancy had not been filled. (See Appendix B.2.)

3. Teachers. Thirty teachers were randomly selected, two from each of the community schools; these thirty associates were interviewed with a common schedule. (See Appendix B.3.)

4. Teaching Associates. Two associates were randomly selected from each school, and were interviewed with a common schedule. (See Appendix B.4.)

5. Senior administrators. Six Directors of Education and six senior administrators with responsibility for community schools were interviewed using a common interview schedule. (See Appendix B.5.)

6. Community school council members. Two representatives from the community school council (or its equivalent, or Steering Committee) were selected from each school; these thirty council members were interviewed using a common interview schedule. (See Appendix B.6.)

7. Social agency representatives. Coordinators were asked to identify social agencies which cooperate with their school. A sample of these social agencies was carried out to represent the various types of social agencies involved with community schools. Twenty-one social agency representatives were selected and interviewed with a common interview schedule. (See Appendix B.7.) These 21 social agency personnel represented social services in all three cities and had contacts with 14 of the 15 community schools. A list of the types of services represented by the personnel interviewed will be found in Appendix D.

8. Parents. Each school was responsible for distribution of a questionnaire to all parents via students in the school. (See Appendix B.8.) Parents were requested to complete the questionnaire, were assured that the school staff would not have access to the completed questionnaire, and were asked to seal the questionnaire in an envelope marked "Confidential". Parents with more than one student in the school were requested to complete only one form and to return it to school with their oldest child. While the enrollment of the fifteen community schools totals 3298, the number of families is 2155. Of these, 1117 (or 51.83%) returned questionnaires. (One returned questionnaire was completed in Cree; it was translated and is included in these figures.) This response rate represents a reasonably good return on a questionnaire of this nature which was distributed in this fashion.

9. Trustees. Chairmen of the Board of all six school divisions were sent a questionnaire for each trustee in their division. (See Appendix B.9.) Nineteen completed questionnaires were returned. The range of returns by board was from one to six; this return rate is somewhat disappointing.

Data Collection

A research assistant with interviewing training and experience was hired to assist with data collection. Data collection began May 2, 1983 and ended in mid-June.

Dr. Hersom interviewed the six Directors of Education. The Project Director interviewed senior administrators, principals, coordinators, and a few teachers. The research assistant interviewed the majority of teachers, teaching associates, social agency representatives and council members. In addition, the Project Director oversaw the distribution and return of parent and trustee questionnaires, and coordinator forms.

Because of the rather poor response from school trustees, a follow-up letter was sent to Chairmen of the Board on June 6. This generated several additional returns.

Treatment of Data

Since the majority of data was collected by means of interviews, qualitative analysis was used for analysis for the largest portion of the data. Each interview was analyzed and interpreted according to major trends, themes or structures of reasoning which appeared to evolve from the analysis of the data.

Parent questionnaires were analyzed by generating a coding scheme for the responses and keypunching the codes. The coded data were then submitted to statistical analyses. Similarly, since all persons had been asked questions about the decision-making role of school staff and school councils, these data were keypunched and statistically analyzed. Data from the coordinator forms were tallied by hand to produce meaningful summaries.

RESULTS

For ease of presentation, the Results section of this report is, in general, organized in the same format as the Community Schools Program Discussion Paper (Saskatchewan Education, March 1980). This approach is taken for several reasons. It would appear that the Discussion Paper remains the most comprehensive guide to the goals and objectives of the program, and therefore the current evaluation, which was conceived to assess how well these goals and objectives have been met, is easily organized according to these categories. In addition, it will allow the reader to refer to that document as appropriate. Section numbers in headings for the results refer to section headings in the Discussion Paper.

One possible area of confusion resulting from this organization relates to the area of staff training. Issues relating to training for principals and teachers, as well as staff in general, are presented in Section 4.0. Issues relating to training of staff provided specifically for the Community Schools Program, that is, coordinators and teaching associates, are discussed in Sections 4.2 and 4.3, respectively.

Program Resources (Section 4.0)

Additional Staffing Components

In terms of the additional staffing provided to community schools through

the Department of Education, coordinators did not strongly express a need for additional staffing. An exception is the area of secretarial help where several coordinators spoke of lack of access to secretarial services.

Similarly, only two principals expressed serious reservations about the extra staffing provided. Both of these principals noted that their schools were larger than the average community schools in the province, and noted that they did not receive any staff beyond the normal community school program allotment. Two principals stated that they would benefit greatly from increased release time and/or administrative support for their position.

In general the principals spoke very favourably of the teaching associates and thought the program would benefit if the number of associates could be increased. Several felt that there should be at least one associate in the school who had some social work training and would work with families from a social work perspective. Two principals thought their schools needed an extra teacher because the school populations are difficult to teach, and one principal sees a need for a 24-hour custodian to provide security for the facilities.

Two coordinators suggested that a school counsellor would be an asset, while another suggested a youth/worker for after school hours. (Other coordinators suggested role definitions for teaching associates which would include some social work functions.) Two other coordinators suggested that the principal or vice-principal needed increased release time because of the additonal workload created by the community school.

Two coordinators commented that custodial staff must accept the community school concept, and that in return their additional workload should be acknowledged. In at least two schools, this is accomplished by paying the custodian overtime from community school funds. At another school the custodian is frustrated because there is no custodian in the evening when the facility is often used; his workload is increased.

Senior administrators generally see the additional staffing components as adequate, although two questioned whether it might not be better to have one additional teacher rather than two associates. Both administrators stated the need for some flexibility according to the needs of particular schools.

Of the 30 teachers interviewed, 22 thought that the extra staffing components were adequate. Eleven teachers, however, said that ideally the school could use more associates if these were available. One teacher stated that the principal needed some administrative assistance due to the increased workload imposed by the community school; another that the school would benefit from a social worker or counsellor.

Of the 30 associates interviewed, 21 thought that the extra staffing components were adequate. Nine associates thought that the program would benefit from additional teaching staff, more associates, and lower pupil-teacher ratios.

Of the 30 council members interviewed, 23 thought that the extra staffing components were adequate, although many council members stated that additional associates would be helpful.

Sixteen of the 19 trustees thought that the additional staffing components were adequate, while one trustee thought that community schools would benefit from a lower pupil-teacher ratio. Four trustees did not respond to the question.

Training for Community School Staff

In response to the questions about preservice and inservice needs of staff members, coordinators were often unwilling to separate the two and wished to speak about the continuing need for training. Part of this continuing need stems from the perceived lack of adequate orientation at the time of implementation of the program, and the felt inadequacy of inservice programs currently offered by School Divisions and the Department. In addition, several coordinators expressed a need for regular inservice for staff, especially in schools where there is turnover of staff.

Some principals and coordinators, and one senior administrator stated the belief that the most effective way of providing additional training for community school staff would be through a team-building approach, for example, a staff workshop or retreat at the beginning of the year. Regardless of the method, these persons stress the need for the staff of each community school to have their own team-building strategy with specific content areas as part of the training approach.

Training for Principals

Senior administrative personnel were in unanimous agreement that preservice

and inservice training is essential for community school principals.

None of the principals reported receiving preservice training after their selection for the position, or after their school had been designated a community school. Several reported that they had had some contact with Central Office personnel. The majority of principals felt that some preservice and inservice training would be beneficial. The content of an orientation program for principals would ideally include a study of the history and philosophy of the program, the additional expectations that are placed on the principal, and the roles of the additional personnel in the school. Several principals voiced concern about the relationship between the principal and the community school council, and would like to deal with these concerns in an inservice setting.

Principals reported that their inservice training has consisted primarily of attendance at the provincial Community School Conferences, and several have attended the ACE (B.C.) Conferences. Several principals suggested that they would like more on-going contact with other community school principals to exchange information about ways of meeting the objectives of the program.

Coordinators tend to see the principal's position as key in the effective operation of a community school. One coordinator commented that the program requires the total support of the principal in order to be effective. Because of this, community school principals "should be the best trained, the best leaders, the best public relations officers, the best administrators" in the system. Several coordinators mentioned the importance of considering support

for the Community Schools Program as a criterion when making staff appointments to the school.

In addition to the issues identified by principals for their own training, coordinators feel that training for principals should include some community development theory, the study of cultural differences and Native culture, and communications.

In addition, coordinators suggested that a new community school principal needs time for orientation, and should have the opportunity to visit other community schools.

Training for Teachers

Senior administrators were in agreement that there exist special preservice and inservice training needs for community school teachers.

Of prime concern to some principals is the issue of staffing: they feel that teachers for community schools need to be selected with extreme care, and they do not feel that the board is sensitive to this issue. In support of this, it is noteworthy that, of the fifteen teachers interviewed who had joined the staff of a community school since designation, only two had specifically requested positions at community schools. One senior administrator did state that from his/her perspective, staffing is a top priority issue.

Furthermore, the majority of principals believe that additional training is still necessary for community school teachers. Of the thirty teachers interviewed, only five stated that they had any formal preservice training

particularly relevant to teaching in a community school. Three of these five had some special training in Indian and/or northern education, while another had training in minority groups, and one in community psychology. Eighteen of the thirty teachers said they had no special training after being selected for a community school position; the majority of these stated that a general orientation to the philosophy and functioning of the community school would have been helpful. The twelve teachers who did receive special training after hiring were generally pleased with their training, although there were several comments that more specific indications of the functioning of the school, and teachers' roles within it, would have been helpful.

It should be noted, however, that the weakness appears to be in terms of preservice training rather than in terms of inservice training. Of the thirty teachers interviewed, 28 stated that they have received some inservice training and that in general these workshops, institutes and conferences had been quite helpful.

Many principals commented that teachers require assistance regarding the role and utilization of the teaching associates. Several principals also stated the belief that teachers in community schools would benefit from training in cross-cultural understanding and communications.

Many coordinators see teachers as the key to the success of the program, and therefore view the issue of staffing as extremely important. There is a widespread feeling among coordinators that, although teachers enjoy the resources made available to them as part of the Community Schools Program,

there is a general lack of commitment to the aims and goals of the program. Therefore, some coordinators feel that community schools should be given priority in staffing, with only teachers favourably disposed to the program being hired.

Most coordinators strongly express a perceived need for additional training for teachers involved in the Community Schools Program. Much of the content of training that coordinators perceive teachers as needing relates directly to the Community Schools Program. Suggested content includes the following:

- community school concept and philosophy
- roles of all members of staff in a community school
- community in curriculum, building contact with community through programs, how to use the community as a resource
- curriculum development, modifying existing curricula to increase their relevance
- relationship with volunteers, resource people
- how to work with teaching associates, teaching associate role
- management skills, communications
- cross-cultural awareness and understanding, Native history and culture, cultural differences
- social problems, especially poverty

While one or two coordinators suggested that this information should be conveyed in a university-level course, the majority suggested that each school division or the Department could appropriately organize a series of workshops

in these areas. Many coordinators reiterated that this information and these issues would best be dealt with in a team-building approach for all staff.

Community School Administrative Support Budget (Section 4.1)

The Director of Education of each of the six school divisions was interviewed as part of the evaluation study. School divisions will be identified in this section by letter. (This letter designation will be maintained through the body of the report when presenting information obtained from Directors of Education.)

School Division A

In School Division A the Administrative Support Budget is the responsibility of one of the Assistant Superintendents in the central office. Three assistant superintendents each have responsibility for one of the three community schools in the division. A senior administrator reports that there are extra demands on assistant superintendents and that it is not reasonable to expect that one person can carry the responsibility for three schools. This arrangement is also seen to be desirable since it permits consultation with the Superintendent for the area in which the community school is located.

School Division B

In this school division, the Administrative Support Budget is used to defray the costs of a consultant who works with community schools and a variety

of other schools as well. A senior administrator reports that the consultant spends only 15 - 20% of working time with community schools. At the time of interviewing it was not known how this budget would be allocated for the 1983 - 1984 school year.

School Division C

The Administrative Support Budget is used to provide a central office coordinator half time and to give principals an increased amount of release time (20% more). The senior administrator with responsibility for community schools perceives that there is a problem in that community school principals do not receive any additional allowance for working in a community school, since administrative allowances are based only on certified personnel. The non-certified personnel in community schools require extra supervision from teachers and principals.

School Division D

In this school division the budget is used to defray the salary of one staff member with almost exclusive responsibility for community schools, and the consultant reports that he/she spends the majority of working time with community schools. In addition, principals are provided with additional release time, and the community schools are provided with some extra secretarial assistance.

School Division E

This school division has used the Administrative Support Budget to provide counselling for students and parents and to equip facilities and services for the parent councils. The board finds that the policy of the Department of Education provides much-needed flexibility and wishes to see this maintained.

School Division F

In School Division F the Administrative Support budget has been used to provide half-time release for principals. Although this makes it possible for the principals to be more actively involved in the Community Schools Program there is still a need to have a director-coordinator charged with the tasks of identifying community needs and of placing teaching associates in the schools to achieve particular purposes.

Trustees were asked a general question about the perceived adequacy of financial resources provided by the Department of Education for the operation of community schools. Eleven of the 19 trustees responding agree that the financial resources are adequate at present. Two trustees see a need to designate additional schools. One trustee stated that it appears that programs initiated by the Department eventually become a financial responsibility for the board, and that as this happens, there is inevitably a question about the adequacy of funding.

Community School Coordinators (Section 4.2)

Training for Coordinators

The majority of the coordinators feel that it is necessary to clarify the role of coordinator and the attendant responsibilities. Several reported 'feeling lost' in their first year in the position. Some noted that it is imperative that role definitions be clarified before adequate training can be provided.

There are apparent differences in provisions for inservice training for coordinators between the various School Divisions. In terms of preservice, coordinators were agreed that this was insufficient, and that they were disappointed to have only had a few hours of contact with an administrator from Central Office. One day conferences or workshops with other coordinators are seen as more helpful, although coordinators would like to have had more opportunity and encouragement to pursue this option. One coordinator suggested that it would be extremely helpful to view community schools outside Saskatchewan in order to generate new ideas. In terms of inservice, one coordinator noted that the school division very occasionally offers workshops but that the quality of these is poor and their relevance to the program is minimal. Coordinators from two school divisions reported that there is a great deal of freedom in sending coordinators to conferences, at least one week a year. One of these reported that the school division has supported attendance at conferences, and visits to other community schools, for example, in Edmonton and Flint, Michigan. However, one coordinator reported that the principal

actively discourages attendance at conferences. Another stated that the division never offers anything of use for its community school coordinators.

Two coordinators felt that additional preservice and inservice would not be helpful for themselves. One coordinator was of this opinion because of his/her past work experience; the other stated that there is not much that can be done to prepare people for this kind of job, since the job involves many dimensions, and there are no accurate precedents. This latter coordinator also stated that inservice should not be needed after two or three years.

In summary, it appears that coordinators are in relative agreement that present provisions for training for school staff, including their own position, are not adequate.

Senior administrators all agree that preservice and inservice training are needed for community school coordinators. Similarly, principals are in almost unanimous agreement that there is a need for preservice training for coordinators. One principal stated that the coordinator is the most important factor in the success of the community school, and that therefore coordinators should be professionally trained and receive an appropriate salary.

Content of Training for Coordinators. Suggestions for the kinds of preservice and inservice needs that coordinators currently experience can be divided broadly into three categories: school board policies, community schools and social sciences.

Several coordinators suggested that workshops to brief coordinators on board policies would be helpful. In addition, several coordinators stated that they would find a bookkeeping system helpful.

In the area of social sciences, several coordinators stated that they would find helpful an overview of issues in education, issues in inner-city schooling, and native culture. In terms of social work, coordinators see a need for some social work theory and practice relevant to the Native community, problem-solving techniques, group dynamics, and community development.

In terms of community schools, by far the greatest concern of coordinators is the lack of role definition for the coordinator position. Other specific suggestions were how to deal with volunteers (recruiting, training and maintaining), how to set up a council, how to be of assistance to a council, how to set up a constitution, and how to hold a meeting.

Access to secretarial support

Two coordinators stated that they do not have access to adequate secretarial support, and that they often must type their own documents. One of these coordinators suggested that access to secretarial support for two - half days per week would be quite adequate.

Supervision

When coordinators were asked whether they receive any supervision in their work, four stated that they did not. The majority stated that they view the

principal in the school as their supervisor. In addition, two coordinators noted that they write monthly reports for their school division and assume that this is for supervisory purposes.

One coordinator stated that the principal provides only encouragement, rather than supervision. One stated that the supervision he/she receives is extremely helpful. Two stated that current supervision is adequate, while one stated that supervision is helpful but not adequate. One coordinator noted that the mandate for coordinators is extremely wide and not clear enough for adequate supervision. Several coordinators stated that they do not feel that they get adequate support from their principal.

Five coordinators stated that they do not want more supervision. Several coordinators stated that they feel a need for someone to provide information and someone with whom they could exchange, but were not in agreement as to whether this should be the principal or a central office coordinator.

Contact with Other Coordinators

The majority of coordinators reported few meetings, either formally or informally, with other coordinators. Some school divisions encouraged meetings in the first year of the program, and some continue to encourage them early in the school year. One school division holds regular business meetings of its coordinators. In another school division there are regular meetings of a Community Schools Advisory Committee, which consists of principals, coordinators, and the central office personnel responsible for the program. In addition, coordinators have the opportunity to meet once a year at the

provincial Community Schools Conference.

Coordinators stated that, in general, these meetings are helpful but that they are not frequent enough. The meeting of the Advisory Committee is viewed as serving a different function because of the presence of central office personnel, which inhibits an open exchange of ideas and problems. These coordinators would prefer a system where they could also meet independently of administrative personnel. In the school division with the regular business meeting, a need for sharing experiences is still felt.

Coordinators almost unanimously want more contact with other coordinators. Suggested frequencies range from once a month to once every three months for coordinators in the same city. The annual provincial meeting of all Community Schools Program coordinators is viewed by some as adequate, while others would like more regular meetings of all coordinators from across the province.

Regular meetings of coordinators would be most valuable for sharing of information about community school issues, such as programming, budget, innovations, common problems, and resources. This potential for information sharing is viewed as important because the coordinator positions are unique and isolated, and there is a perceived need for mutual support.

Two coordinators noted that regular meetings of coordinators had been attempted in the past but that they are wary of instituting regular meetings at present because the prevailing feeling is characterized by discouragement and dissatisfaction. They want regular meetings only if the meetings can be positive and constructive.

Salaries

During the course of the data collection it became apparent that salaries are a significant issue for many coordinators. Data were subsequently collected on coordinator salary levels and terms and conditions of employment. In order to maintain the confidentiality of the data presented, the findings will not be presented in detail. However, it is noteworthy that there are great inequities in the salary scales across the province, with some coordinators earning nearly twice the salary of others. In the six school divisions, the reported salary range is from $19,260 to $34,154. This situation clearly does not enhance the coordinator's energy or effectiveness, both of which are assets to the position. Since the coordinators' salaries are available to school divisions directly from the Department of Education, there is no entirely clear explanation for the current situation.

Native Teaching Associates (Section 4.3)

It is evident that there is still some indecision -- and perhaps conflict -- over whether race should be a criteria for hiring associates. One coordinator reported some disagreement with Central Office because of his/her belief that all associates should be Indian or Metis. The central office personnel maintain that the associates should have exposure to cross-cultural issues. The coordinator maintains that this is inadequate and that all associates should be Indian or Metis, "because there is a serious Native problem in education, in the city, and in the province."

Current Utilization of Associates

Of the 30 teachers interviewed, 24 have an associate in their classroom, at least part-time. Presence of associates ranges from one hour per day, or one half-day per week, to full time.

The 30 teaching associates were asked to describe the major components of their work. The responses to this question were grouped according to the number of associates reporting performance of each task, and are reported in Table 1. It will be noted that most associates report that a large portion of their time is spent in small group instruction (33%) or individual instruction (23%), for a total average of approximately 56% of their working day. It is also noteworthy that 25 of the associates report that they spend about one-fifth of their time on "preparation", which includes photocopying, mimeographing, and other clerical tasks.

Only 12 associates report that they make home visits, and spend about 8% of their time, less than a half day a week, at home visits.

One associate works exclusively in the school library.

About half of the associates state that the components of their work have changed since they took on the role of associate. Six associates said that they now have more responsibility in the classroom, and that teachers now know how to capitalize on the special talents and skills of associates.

All but one of the teachers who have associates stated that the associate is very helpful or extremely helpful. Teachers reported that associates

Table 1

Tasks Performed by Associates, Ranked by Frequency

Task	No. of Associates Reporting	Mean % of Time Spent at Task	Range of % of Time Reported at Task
Small group instruction	26	33	7-75
Preparation	25	19	5-49
Individual instruction	24	23	7-45
Correcting students' work	14	16	5-35
Home visits	12	8	2-15
Library assistance	8	36	2-100
Bulletin boards, displays	4	12	3-27
Physical education instruction	3	20	10-30
Special events and programs	3	10	5-15
Consultation with teacher	2	9	7-10
Classroom supervision	2	8	5-10
Assist coordinator	1	20	-
Teach Native studies	1	5	-
Breakfast program	1	5	-
Crafts	1	5	-
Native Club	1	5	-
Meetings with other associates	1	5	-

perform a variety of tasks in the classroom. In the academic area, associates work with individuals and small groups in tutoring, or reviewing areas taught by the teacher, correcting papers, doing assessments for report cards, and providing information on Native culture. A few associates also perform whole-class instruction. Many associates also make home visits, often accompanied by the teacher.

Teachers reported that associates also perform a wide variety of clerical duties for teachers, such as mimeographing or photocopying materials, making games, setting up displays and bulletin boards, operating audiovisual equipment, and running errands.

Many coordinators are not satisfied with the types of work that teaching associates perform in their schools. Several coordinators commented that they do not feel that it is appropriate for teaching associates to be "doing crafts and cutting up paper all day." Others commented that the associates mostly "do bulletin boards" and photocopying. Three coordinators commented that teachers are prone to "misuse" or "abuse" teaching associates, particularly by "regarding them as lesser persons." Because of this sentiment, one coordinator suggested that teachers need some training in management and supervisory skills.

One coordinator commented that teaching associates are "used as extra hands to do what schools have always done." This coordinator reflects a fairly common perception among coordinators that the associates should be utilized in more constructive ways than merely relieving the workloads of secretaries and teachers.

Schools evidently make use of associates in a variety of ways. One school, for example, places associates mostly in primary grades, as a preventative measure. At this school, the coordinator thinks that this is a wise decision, since in the junior grades the associates were used more as aides than as associates. Another coordinator commented that early in the program, associates were used as aides. (However, the distinction between aides and associates is still not clear in many schools, and many school personnel refer to the provincially-funded positions as "aides".) Although the intention of the Department in creating the position was apparently to allow schools some freedom in placing associates in tasks most needed at each school, it is apparent that the role has created some problems at the school level; coordinators think that the roles and responsibilities of associates must be defined more clearly. Associates are directly responsible to teachers, but teachers are not sure of the role of associates. Some degree of freedom is necessary for associates to operate on the basis of their strengths, but schools feel that they lack direction. One coordinator commented that there is a need to make the position challenging, and in order to do this it is necessary to define what makes associates different from other school personnel.

On a more positive note, one coordinator commented that whereas formerly there was great resistance from teachers to having associates in classrooms, now all teachers in the school want associates.

Role Definition for Associates

In terms of the types of tasks coordinators would like to see associates

perform, there is nearly unanimous agreement that associates should be more visible in the community, and in particular, more active in terms of home visits. As a second area of concern, coordinators think that associates should be bringing more cultural and language materials into the classroom, and that it would be helpful if they could help to plan and organize cultural activities.

It became apparent during the course of the evaluation that there is a lack of clarity regarding the responsibility for the assignment of tasks to teaching associates. Teachers, coordinators and principals have varying amounts of responsibility for the supervision of associates at different schools. In addition, this lack of clarity appears to be one of several areas of confusion in the roles of principal and coordinator, and therefore holds a potential for conflict.

Training of Associates

Of the thirty associates interviewed, only five stated that they had received some sort of preservice training. Some of this training had been a joint workshop for teachers and associates to facilitate communication and working together; other associates received a general orientation to the community school concept.

However, all thirty associates stated that they have received some type of inservice training since the Community Schools Program began, although a few were disappointed that there had been nothing specifically for associates. Associates state that they have attended a variety of workshops, conferences

or institutes somehow related to the Community Schools Program.

Senior administrators were all in agreement that preservice and inservice training is important for associates.

Content of Training for Associates

Eighteen associates thought that some orientation to the program, and to the classroom curriculum in particular, would have been helpful to them when they began working in community schools. Some associates also think that it would be helpful to have some training about how to make effective home visits.

The majority of principals feel that additional training is needed for teaching associates.

Many of the content areas suggested by coordinators and principals for training of associates relate directly to the Community Schools Program; for example, understanding role definitions, developing and implementing local curriculum innovations, facilitating school-community relations, participating in community development, and making home visits.

A second area suggested relates to education in more general terms. Coordinators and principals think it would be helpful for associates to have some knowledge of curriculum, objectives, Native education, communication skills, classroom training (instructional training, classroom planning, management and working with small groups), library and AV resources, arts and crafts, and remedial reading. The model many principals and coordinators have in mind appears to be a more classroom-based model than the tasks the

associates now appear to be performing.

Coordinators and teachers also feel that associates need some introduction to other areas, such as confidentiality, professional ethics and child psychology. One senior administrator stated that issues of confidentiality in the provision of professional services are of concern, and a few teachers noted several instances of breaches of confidentiality by associates.

Again, coordinators would like to see these areas covered partly in a team-building approach in conjunction with training for the staff of the whole school.

Several coordinators suggested that associates be presented with the option of working half-time in a school, and attending SUNTEP classes half-time. It is noteworthy in this regard that some associates have left their positions for teacher training programs, and this could be viewed as a positive outcome of the Community Schools Program. It may be necessary to adjust the workload of SUNTEP classes to accommodate employed associates, but the suggestion is worthy of further study.

In terms of training currently available, Natonum Community College in Prince Albert is training associates, and interns from this training program have been placed in schools in Prince Albert. This training is funded through three sources: Canada Employment and Immigration Commission via Prince Albert Training and Employment (for persons on social assistance), Natonum College Human Services Department, and Natonum College BJRT (Basic Job Readiness Training).

Hours

A few associates and principals noted that there is some difficulty in defining working hours for associates. One principal noted that the school division had set working hours for associates which were longer for those than teachers, despite the fact that associates are not paid as highly as teachers. The principal thought that, in this instance, the division had neglected to consider "the human factor".

Supervision of Associates

Virtually all associates stated that they receive supervision in their work and that this comes primarily from the teacher or teachers with whom they work. Many associates report that they also receive occasional supervision and assistance from the principal and the coordinator. One principal holds a regular monthly meeting with associates and is perceived as very supportive and helpful to the associates.

All associates stated that the supervision they receive is helpful or very helpful to them in their work.

Local Curriculum Grants (Section 4.4) and Community Education Budget (Section 4.2)

Items in the interview schedules for all participants had been designed with the assumption that the Local Curriculum Development Grant and the Community Education Grant were generally treated as separate budgets. This is

not the case in many schools. Many coordinators and over half the principals do not perceive a clear distinction between the two funds. Coordinators often stated that the decisions were arbitrary with regard to which fund should be tapped for a particular project or item, and would like some firmer guidelines for the two budgets. In other schools, and in one school division, the two funds are treated as one.

While the majority of coordinators and principals stated that the money available through the funds was quite adequate, or adequate for present needs at least, two coordinators and two principals stated that the fund was too large. Some commented that once a clearer sense of needs develops, the funds could easily be spent, but that the school staff is not sure of its needs so far. One coordinator commented that the perception of the amount precludes even thinking about more major expenses. Another coordinator suggested that this additional funding be made available to schools on a sliding scale proportional to the number of students enrolled.

Local Curriculum Grant

The Director of Education of each of the six school divisions was interviewed as part of the evaluation study. School divisions will be identified in this section by letter. (This letter designation will be maintained through the body of the report when presenting information obtained from Directors of Education.)

The director of School Division A feels that the Local Curriculum Grant is adequate for the amount of developmental work currently being undertaken.

This grant is administered by the Community School Council and a curriculum committee made up of community members. The director judged that more direct involvement on the part of the school principal would be advisable to ensure that appropriate curriculum development be undertaken.

Data were not collected from the director of School Division B for this question. The senior administrator in this division believes that the principals probably have ultimate control over spending decisions. One senior adminstrator stated that schools submit bills to the board for payment, while another stated that principals have authority to sign for expenditures. Both senior administrators stated that they would like to see councils more actively involved in decisions about expenditures.

In School Division C, the Local Curriculum Grant is administered through central office although the community school councils determine how it will be spent. The principals are considered to have ultimate responsibility for expenditures of funds in this school division.

The director of School Division D believes that the Local Curriculum Grant should be made available upon request after the school has a plan worked out for the expenditure. One senior administrator stated that the school council is often consulted after the fact about spending decisions. Schools are allocated the entire amount, and decisions are filtered through the principal. A senior administrator said that ideally councils should have more input into decisions about expenditures.

With respect to both grants, the director of School Division E believes these to be adequate at present. Administration of the funds is partly decentralized. The Local Curriculum Grant is used for inservice training, for courses for parents in association with the Community College, and for staff travel. Materials have been developed and visiting speakers have been funded. Decisions about the disbursement of funds are shared by the school principal, the coordinator, and the school council. An audit is kept by the board and reports are received each month separate from the regular budget.

The director of School Division F stated that currently the Local Curriculum Grant is being used to underwrite the costs of special events. There is a need to adapt curricula for local schools and some additional funds for release time for teachers are required. At present, the principals and the Secretary-Treasurer are responsible for allocating the grant.

All senior administrators interviewed thought that the Local Curriculum Grant has been adequate to date.

Principals report a variety of methods for decision-making about how the Local Curriculum Grant will be spent. In at least three schools, the principal has complete control of the funds, but on occasion will consult with central office staff or the school council. In three more schools, the principal and coordinator control the fund; in these schools the principal and coordinator usually advise the council of their decisions, sometimes as a *fait accompli*. In two schools, principals report that the staff has control of the decision-making. At one school, the coordinator advocated forming a

Local Curriculum Committee comprised of teachers, associates and parents, but teaching staff voted this down as "not important at this time". This coordinator feels that handling the budget is problematic, and is concerned that financial decisions are not communicated to the council.

In the remainder of the schools, there is greater variation in the way funding allocations are made, but all involve the community school council to a greater or lesser degree. In three schools, council has control of the funds, and the usual procedure here is that council will vote on recommendations of the staff, principal or coordinator. On one school council, staff is excluded from voting: only parents and residents can vote. Here the coordinator thinks that the principal, coordinator, and one staff member should vote, but council doesn't agree. At two other schools, council is "consulted" about budget items over $100, which are presented at monthly meeting. At one of these schools, council "respects staff decisions and priorities".

One school has a fairly sophisticated procedure for spending decisions. School staff has more input on spending the Local Curriculum Grant. The council has three standing committees: Adult Programs and Facilities (which makes decisions about the Community Education budget), Classroom and Youth Programs (for decisions about the Curriculum Development Grant), and Community Involvement (for social activities). The standing committees recommend budget allocations to the full council, which decides on any item over $100.

Of the 30 teachers interviewed, 10 reported that they were not familiar with the grant, and some of these were unaware of the source of the funding.

Those who were familiar with the grant thought that the amount is adequate, but a few expressed reservations about how it is being spent.

Similarly, 21 of the 30 associates interviewed were not familiar with the grant, and many of these stated that they would like to know more about it. Those who were familiar with the grant think that the amount is adequate and are satisfied with the procedures for making decisions about how the money will be spent.

Twelve of the 30 council members interviewed stated that they are not familiar with this grant. Of the remaining 18 members, 14 think that the amount is adequate for present needs.

Eleven of the council members stated that council votes on expenditures related to this fund. However, in one school division it was noted by two council members that the funds are "kept at the board office" and that the council must have board approval for its expenditures.

Council members at four schools stated that the principal and coordinator make the decisions about spending this fund, and at one of these schools there has been conflict between the principal and the council regarding authority for the fund.

Rather than being used for curriculum development, the funds appear to be used to purchase services or tangible goods for the school. In five schools, each teacher is given an allotment ranging from $25 to $100 each year to cover miscellaneous expenses. Another school spent $1500 on track corners; another

bought an Apple computer and a video-cassette player; a third used $500 for a performance by Globe Theatre, $200 for goalposts, and some for an overnight trip out of town. One coordinator has set up a book fund for a community schools library for teachers. One school wanted to purchase an Apple computer, but the Central Office overruled this suggestion. Many schools use the additional funding for field trips.

Many coordinators feel that there needs to be a definition of what is appropriate curriculum development strategy. They would like to see the schools develop a rational spending plan. One coordinator suggested that at the beginning of the school year, a budget plan for the year be developed, with objectives arranged by priority and accompanied by projected allocations of funds. While "curriculum development" is now done as an add-on, one coordinator feels that it should be a pivotal point of the community school.

Part of the difficulty with this additional funding may be that parents feel inadequate about making decisions in the area of curriculum development. This possibility led one coordinator to suggest that parents need inservice training too. The coordinator noted that last year the community school council was reluctant to spend in the absence of clearer guidelines. Another coordinator commented that parents could be made more aware of the intentions for the additional funds and perhaps given some ideas about how the funds could be spent.

It is not surprising, given the wide variation in allocation procedures, that coordinators have a range of feelings about how spending decisions are

made. One coordinator at a school with a fairly strong council stated that sometimes council votes against a project that might benefit the children. Several coordinators commented that they would like teaching staff to take a greater interest in decision-making, and that they would like councils with a broader range of community representation. Two coordinators stated that they would like more parent involvement through council.

While many schools or councils have the entire fund at their disposal throughout the school year, in some school divisions the funds are kept at Central Office and schools are given lump sums ranging from $500 to $2000 as needed during the year.

Regarding this fund, it should be noted that the confusion experienced in making decisions about appropriate expenses and allocating expenses reflects a lack of clarity in community school philosophy. This lack of clarity is noted by Minzey (1974) and has been found in other community school evaluations. While the terminology "Local Curriculum" suggests curriculum development, it is probably more realistic to attempt to encourage curriculum enhancement. Such enhancement should include "hands-on" experiential learning, and should include illustrative and supplemental materials to reflect the community in which the school is situated. There are structural limitations to the amount of curriculum development that teachers can reasonably undertake. These limitations include lack of training, lack of time beyond normal classroom requirements, and lack of time for training. It is more reasonable to expect that school staff provided with release time and appropriate resources could, as a committee, develop more satisfactory curriculum materials.

Community Education Budget

The director of School Division A stated that the Community Education Budget is prepared on the recommendations of the community school council, the coordinator, and the school principal. The senior administrator reported that councils have total authority regarding decisions. Each school is given a $300 advance through the coordinator which is kept in petty cash; larger expenditures are paid directly from central office. This administrator stated that this procedure is necessary because it must stand up to proper auditing procedures.

Data were not collected from the director of School Division B for this question. Both senior administrators believe that the amount has been aadequate. While on the Local Curriculum Grant, only the principal has signing power, both the principal and the coordinator have signing authority for this budget. One senior administrator stated that more council input is essential for this budget.

The director of School Division C stated that the Community Education Budget has proved to be adequate. The coordinator is actively involved in disbursements of these funds. The director stated that it would probably be helpful to provide a petty cash fund in order to facilitate the use of this budget.

With respect to this budget, the director of School Division D stated that it would be preferable to receive the allocation at the same time as the Foundation Grant. Problems are encountered when the Budget is received after the school budget has been set. Senior administrators see the amount as

adequate, and think that there is more council influence in decision-making about expenditures. Both senior administrators interviewed think that the community must have more control of the expenditures if the school division really wants to encourage community involvement.

With respect to both grants, the director of School Division E believes these to be adequate at present. Administration of the funds is partly decentralized.

The director of School Division F stated that the Community Education budget is adequate. It is spent primarily on social functions designed to attract people to the school and these are sponsored by the school council. The director would like to see the procedures for allocating this budget tied in more closely with the purposes of the school.

Nine of the council members interviewed were unaware of the Community Education Budget. All but one of the members who are aware of this fund think that the amount is adequate. Fifteen council members reported that the council decides on disbursements from this fund. Council members at four schools stated that the principal or coordinator make the decisions. As with the Local Curriculum Grant, one school division keeps the funds and must approve decisions made by council before disbursing the money. A number of council members stated that, as a minimum, there should be more communication between the school and the council regarding the funds.

In general, coordinators perceive the Community Education Budget as adequate. Two coordinators did not agree; one asked the question: "$4000 to

educate a whole community?". Another stated that the amount is not adequate because the community school must compete with a neighbouring community college and must compete financially for hiring instructors. If there were additional funds available, this coordinator would arrange to offer basic courses, for example, in literacy. Another coordinator stated that he/she had been able to stretch the funds available by cooperating with a nearby community college to offer adult education courses. Yet another coordinator commented that the money is nice to have, but is almost too much until the community school council is effectively in place.

In at least three schools, the principal makes decisions about how these funds will be allocated. In one, the coordinator makes decisions, with advice from parents, while in another, the staff decides. In general, however, schools which maintain the additional community school funds as two separate budget items usually give more control for this fund to the school council.

Although there is less concern about how these funds are disbursed, coordinators still feel that there needs to be more planning, and feel that there is a lack of training and direction about the fund. One coordinator stated that the money, like other school funds, is not spent all year, and then is spent without planning at the end of the year; hence, the suggestion that at the beginning of the year, there should be a budget plan for the year, with objectives arranged by priority and accompanied by planned allocations.

Again, some coordinators commented that they would like to see a more representative council making decisions, or giving advice, about the

allocation of these funds.

One coordinator stated that it would make sense to integrate the community school funds with the general school budget, and to involve the council more closely in all aspects of the school. This coordinator noted that the model for community schools is the "local rural school where people were the school". The coordinator would like to see more involvement of people in the community.

School Nutrition Program (Section 4.5)

Six principals report that their school has a provincially-funded nutrition program, and in all these cases a snack program is one of the components. Ten of the teachers who were interviewed have a provincially-funded nutrition program with a snack component. In three additional schools, principals or coordinators have instituted a milk or snack program, sometimes with costs being absorbed by the children, and sometimes by funds from the community school budgets.

From the point of view of principals, a most notable impact of the snack program is on student attentiveness, and in one school teachers would like to have the snack moved to the first portion of the day rather than mid-morning, because of the snack's settling effect on students. Principals thought that the program probably has positive effects on attendance and classroom behaviours but were less certain about this. About half the teachers believe that the program improves attentiveness, attendance, and other classroom

behaviours. One teacher dissents from this point of view and states that because of the program instructional time is lost.

One school reported a breakfast program where children who are willing to arrive early at school can receive a free breakfast. The principal noted that between 85 and 105 students are fed under this component.

Nine of the ten teachers report that they use the snack time for nutrition education. In this component, it appears to be usual to discuss food groups, nutritional values of various foods, and, less often, recipes. The range of times teachers report for nutrition education ranges from a half-hour per week to one hour and 45 minutes per week, with an average of just over one hour per week. One teacher, not included in this average, teaches nutrition education only as it is incidentally related to the curriculum. Principals view the nutrition education component as especially important for older elementary students who often do the grocery shopping and food preparation for younger children in the family.

Of the ten teachers, nine report that their classes have been involved in "Food Experiences". In seven of these nine classes, the Food Coordinator has suggested topics for food experiences; in all cases she has purchased supplies; in six classes she has assisted in the classroom. Six of the teachers report that they have used the Nutrition Program kitchen facilities for food preparation or nutrition teaching.

Five principals report that they have received feedback from parents about the nutrition program and that it is all, or almost all positive. Principals

noted some initial resistance from a few parents but that this has dissipated.

The services of the Nutrition Consultant are seen as valuable, particularly in terms of initiating the program and providing continuing education about nutrition and consumer affairs for teachers. However, several principals commented that their contact with the Nutrition Consultant was too infrequent to be as valuable as it might be. One principal dissented from this opinion, stating that the provincial Nutrition Consultant is not needed because nutritionists employed by the city are available for work in schools.

All principals who currently are in schools with Nutrition Programs would like to see the program continued, and three additional principals would like to see the program introduced in their schools. Nine of the ten teachers would like to see the Nutrition Program and the snack component continue in their classrooms. One teacher, at the Division 3 level, questioned whether students really benefit from the amount of nutrition received.

Three of the senior administrators who were interviewed have nutrition and snack programs in one or more of their schools. All three school divisions also have food experience programs and nutrition education. One division has no breakfast program, another has a program limited to those in need, and a third division has a breakfast program available to anyone who arrives at school before 8:45 a.m. There is some consensus among administrators that the snack program and nutrition education have been among the most successful of the components, although one administrator highly praised the breakfast program for those in need.

None of the senior administrators reported that any aspect of the program had been unsuccessful, and all thought the program should be continued. One stated that, in his/her perception, this is one of the most valuable components of the Community Schools Program. There are no reports of negative feedback about the program from teachers, and only a very few negative comments initially from parents. Generally the feedback about the Nutrition Program is extremely positive.

When asked for suggestions about improving the Nutrition Program, one senior administrator suggested that in Grades 7 and 8 the program could take a more "home economics" orientation, since many students still stop their formal education before high school. Another administrator stated that the board would like to provide breakfast for all children in need but would need a slight increase in funding to accomplish this.

One senior administrator stated that the services of the provincial Nutrition Consultant are essential to the success of the program and fears that the program would "decay" in one or two years if her services were discontinued. Another administrator sees the Consultant's assistance as most valuable when the program is being implemented.

It is noteworthy that several senior administrators stated concerns about the equity of the Nutrition Program, and feared that it would be perceived merely as a program to feed children at some schools. This concern extended to other areas of the Community Schools Program as well.

Community Schools Program Components (Section 5.0)

Community Use of Facilities (Section 5.0.1)

The reports from the coordinators indicate that the community schools have made significant strides in this component of the Community Schools Program. The community schools averaged 34 programs over the eight month reporting period. Most of these programs operated on a regular basis (that is, 6 - 12 weeks). About 13% of the programs were developed by sponsors other than the community school (for example, Scouts, men's volleyball, and so on).

The 480 programs utilized 11,187 hours of facility time. The facilities used included the gyms, libraries, classrooms, science rooms, staff rooms and other specialized areas. These 480 programs involved 23,232 participants, and the schools averaged 1749 participants in the programs over the eight month reporting period.

The data clearly indicate that this component has been well developed in most community schools.

Seven coordinators report good to excellent progress in terms of facility use. Three coordinators report that they have achieved some progress. Two coordinators noted that their school facilities were used every night even before community school designation, and that they found it necessary to exclude some groups who were using the facility.

Coordinators note that it is important to let outside groups know that the facility is available. In these cases, the school facility is generally

completely booked. In many cases, however, the gym appears to be booked more frequently than classroom space.

Several coordinators noted that facility use is inhibited by lack of physical security, and that school design makes it difficult to open only one area for after-hours use. One noted that there is serious teacher resistance to classroom use by other groups. Another stated that the gym and community room are the most frequently used, and that the size and design of furniture in many classrooms precludes much use by adults. There are a few reports that custodians are not happy with the after hours use because of the extra demands it places on them.

While bookings for most of the community school facilities are made through the coordinator, in some school divisions the gym must be booked through municipal Parks and Recreation. Two coordinators spoke of the procedures necessary for groups to book facilities. Both coordinators made statements to the effect that they need some autonomy from the Central Office to be able to make bookings for facility use. One of these two noted that community groups are not able to book classrooms, the photography lab, or the industrial arts workshop. The other coordinator noted that it is necessary to apply to Central Office for a permit to use the facility, and that this makes the facility less available than it should be. A permit to book the facility takes at least a week to obtain, and then the Central Office decides which groups should pay, and issues a bill for facility use.

Senior administrators report a great improvement in facility use in the

vast majority of schools. Principals unanimously note an increase in facility use since the inception of the Community Schools Program. Their remarks fully support those of the coordinators which have been noted above; in particular, the observation that gyms and auditoria tend to be overbooked but that classrooms are under-used is substantiated by the remarks of principals.

Teachers and associates tend to view facility use more positively than coordinators; their opinions are more in line with those of principals. Teachers and associates note that the facilities are used very frequently by a wide variety of groups. One teacher stated that the facilities were completely booked before the school became a community school and that there are not many new groups using the facilities. A second teacher commented that, although the coordinator has tried different activities, these have all stopped because there was no one available to supervise the children and there were equipment damages and loss. This teacher commented that "nothing new has survived."

Council members also perceive progress in the area of facility use in a very positive manner: 23 members reported good to excellent progress, while the remainder all reported at least some progress.

Community Involvement in the Regular School and Classroom Programs (Section 5.0.2)

Information was obtained from coordinators on the number and type of resources used in the classroom, the number and target ages of the students, and the number of student contact hours. The coordinators reported 176

programs using community resources in the eight month period preceding data collection. The number of programs varied considerably between schools, with a range of six to 26 programs.

The types of community resources used in the classroom also varied from school to school. As can be seen in Table 2, cultural programs and health and safety issues accounted for over half the programs.

Cultural programs were offered in all but one of the schools, and these programs included both individual classroom and assembly format. Music and theatre presentations were the most popular assembly programs. Bread or bannock making, arts and crafts, ethnic cooking and drama were the most popular cultural programs in the classroom setting.

Health and safety included presentations by police and fire departments, nurses, dentists, and counselling specialists. The most popular topics were drug abuse, vandalism, bicycle safety, fire prevention, dental hygiene and nutrition. These presentations were most frequently conducted in individual classrooms or in small assemblies.

Only six schools reported specific Native programs. While the number of such programs was probably underreported, as much of the work in this area may be undertaken by Native and Metis teaching associates, this finding was surprising.

The schools also varied considerably in the number of hours in which community resources were utilized. A variety of formats were used in programs

Table 2

Type of Community Programs

Program	N	%
Cultural (art, music, theatre, cooking, etc.)	51	29.0
Health and safety	48	27.3
Volunteer helpers in classroom	16	9.1
Outdoor education and sports	15	8.5
Native education	13	7.4
Church related	6	3.4
Other (computer education, language, etc.)	27	15.3
TOTAL	176	100.0

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Volunteer helpers in classroom	16	9.1
Outdoor education and sports	15	8.5
Native education	13	7.4
Church related	6	3.4
Other (computer education, language, etc.)	27	15.3
TOTAL	176	100.0

presentation, including one hour classroom or assembly presentations, to in-depth involvement by a community resource person. Consequently, the number of community resource hours per school ranged from 13 hours to 513 hours. The 176 programs generated 1835 hours of community resources in the school program, or approximately 130 hours per community school in the eight month reporting period.

The data suggest that virtually all students in the community schools received some community program resource time and most were involved in more than one program. Over 10,600 student contacts were reported by the schools.

It would appear that most schools have made some progress in this component of the Community Schools Program. One coordinator suggested that the majority of teaching staff is not interested in "community in the curriculum". This statement would appear to be in agreement with informal observations. In most schools, curriculum development is not happening; the major exception to this is the Whole Language Program which has been implemented in a few schools and which appears to be working well.

Teachers and associates were asked if they have a special unit or program related to some aspect of their community. Four teachers and four associates stated that they do not. The majority of teachers reported that they integrate "community" incidentally into the everyday curriculum as appropriate, rather than have a special program or unit on it. Many teachers, however, noted that they have special units, particularly in Social Studies. In Social Studies, the Grade 2 curriculum is "Community", and in Grade 3,

"Cities", and teachers appear to find it easy to develop appropriate units here. Some teachers and associates have developed units on specific areas, such as Native heritage or multicultural studies. Outside Social Studies, specific units were the exception: one teacher stated that he/she uses the Indian Reading Series, one stated that Native crafts are taught in Art, and another used Guidance periods to talk about prejudice, racism and cultural differences. Despite these special units, however, only one teacher stated that he/she invites community resource people into the classroom.

Senior administrators, coordinators and principals perceive very limited progress in this area. Only one coordinator is satisfied with the current level of community involvement in the classroom program. One coordinator commented that the presence of the associates may remove some of the need for community involvement. In addition, principals report significant progress in terms of one-time special events, but few on-going programs involving volunteers. One exception would appear to be library and resource centres, where several schools have volunteer services from parents.

From the point of view of many principals and coordinators, this aspect of the Community Schools Program is not as effective as they would like to see. Many coordinators stated the belief that community involvement in the classroom is hindered by teachers' reluctance to involve parents, except for special events and non-curriculum activities such as field trips. Coordinators believe that teachers are unwilling to have "outsiders" in their classrooms because extra work is involved. In addition, coordinators often noted teachers' lack of involvement in other aspects of the program. One

coordinator stated that they "may come for social events or meetings, but they are not part of the community school; they are cooperative but not personally involved." Another coordinator stated that teachers "don't even want parents on field trips." This reluctance extends to volunteers, and it appears that some teachers do not really want volunteers in their classrooms. A principal noted that volunteering is difficult for many parents in the community, since there are many single-parent families and many families where both parents work. Another principal noted that, although the progress had been limited, it was significant in terms of involving Indian and Metis persons in the activities of the school.

Several coordinators said that there is some involvement of the community, but that it is on the coordinator's initiative, rather than from teachers. Another coordinator stated that there is some cultural enrichment in the school, but it could be better integrated with regular classroom program.

In the one school where the coordinator reported excellent progress in terms of parent volunteers, a flyer is sent home regularly with children. This form is titled "Where We Need Help" and suggests a variety of possible activities for community members.

Of the thirty teachers interviewed, fourteen said that the Community Schools Program had no impact on their day-to-day work, while sixteen stated that it had. These sixteen teachers stated that various aspects of the Community Schools Program required extra attention on their part, for example, being aware of additional programs, planning nutrition education components

for their curricula, and integration of Native culture. Many teachers also pointed to the addition of associates to their classrooms as enabling a significant change in their work, for example, allowing more time for planning and individual attention. A few teachers stated that the addition of the associate increased their workload, as the associate required planning and supervision also, but that there were positive effects in parent-teacher relations and that this made the extra effort worthwhile.

Only 6 of the 30 teachers interviewed thought there had been good or excellent progress in this area. Parental involvement cited by these teachers consists of volunteers in resource rooms or for special events. Sixteen teachers stated that they thought there had been some progress in community involvement in the classroom program. Some teachers stated that each classroom now has a "room mother" to call on for field trips or special events, and that on occasion resource people are invited into the classroom, but that this involvement comes from a very small group of people. Several teachers noted that parents are often employed or have children home during the day and find it difficult to participate. The remaining teachers thought that there had been no progress. One teacher stated, "Not in my classroom. I don't need it: I only have 17 children in my class."

Twenty of the 30 associates interviewed thought that there had been good or very good progress in relation to this goal, and stated that there are now a number of volunteers to help out in classrooms, and that there are resource people available. A few noted, however, that the same few volunteers do most of the work, and would like to see greater numbers of volunteers. Many

associates stated that this aspect of the program is evolving and that they notice progress from year to year.

The relatively positive opinions held by associates were not generally shared by council members, however. Only eleven council members thought that there had been good or very good progress in terms of community involvement in the classroom program. Other council members pointed to the general lack of community involvement in the classroom, and the fact that there are only a few volunteers, as reasons for their dissatisfaction.

Community-Based Adult Education Programs (Section 5.0.3)

Approximately one-third of the additional programs offered by the community schools are in the area of adult education. The program information collected from coordinators indicated that most of the adult programs were of a general interest nature (for example, fitness, furniture refinishing, haircutting). Only one school reported an adult program which could be classified as basic upgrading.

Senior administrators, coordinators and principals report a wide range of progress in terms of additional offerings in Adult Education, from not much progress to a great deal of progress. Many coordinators report "some" progress, but it appears that this aspect of the Community Schools Program is less well developed than additional programs for children and youth. One coordinator noted that the "open gym" or one evening events are well attended, but that on-going programs or courses are not well attended. Most principals

report some progress in the area but note that many of the courses offered are poorly attended.

The most successful examples of adult education appear to be those which are offered in conjunction with community colleges. For example, in Regina there are Adult Learning Centres, with Regina Community College using facilities in cooperation with several community schools. These centres are patterned on Adult Learning Centres in Northern Saskatchewan; each centre has about 6 students, and offerings range from basic literacy to high school courses. A similar cost-sharing arrangement exists in Prince Albert through Natonum Community College.

According to some coordinators, one of the impediments to full implementation of this aspect of the Community Schools Program is the relationship with Community Colleges. One coordinator pointed out that in Saskatchewan, community colleges have the mandate for community education, and "we can't step on their toes". Another coordinator stated that the local community college refuses to use the school, because a neighbouring school has been designated for adult education classes. In addition, this coordinator stated that it is necessary to weigh the expense of offering adult courses against the merits of offering programs for children. A particular problem related to this is the fact that the community school must compete with the community college in terms of fees to be offered to instructors. It is noteworthy therefore that the schools which appear to be most successful in adult education programs are those which have successfully established a relationship with a community college.

A second impediment to progress in adult education appears to be the nature of the populations in the school catchment areas. Two coordinators stated that poor adults have neither the money nor the time to take classes. The diversity and number of immigrant families in some of the neighbourhoods complicates the problem.

One coordinator commented that the adult education component is less successful than other aspects of the program because there are no serious problems that are not being looked after. The community already has an active community club, there are a great number of courses offered in the city, and there are simply not great needs which remain unmet.

Several coordinators stressed the importance of adult education programs as an "ice-breaking" element to get adults into the school. For many adults, this is their first contact with the school, and they subsequently feel more comfortable coming into the school. One coordinator stated that he/she would like to see more advocacy programs, not just social activities.

Several teachers were unfamiliar with the status of adult education in their schools and so were unwilling to comment on progress in this area. About half the teachers think that there has been good to excellent progress in this area and point to the number and variety of course offerings as evidence, although a few stated that sometimes the number of adults participating is disappointing.

Similarly, eight associates were unfamiliar with what the school is doing in adult education. The other associates were split on this question: half

thought there had been good progress, and half thought that there is still much room for improvement. The majority of council members think that there has been good to very good progress in this area; the suggestion was made that there still needs to be more communication with the adults in the community in this regard in order for the programs to be well attended.

Additional Programs for Children and Youth (Section 5.0.4)

All coordinators report at least some progress in the area of additional programs for children and youth, and five report excellent progress. Some schools now have some later afternoon or after-supper programs every day of the week.

Data were collected from coordinators on the number and types of additional program offerings. The data, a summary of which is presented in Table 3, clearly indicate that young children (under 9 years old) and teenagers (14 - 19 years old) have fewer programs specifically for their age group than do other target groups.

Senior administrators, principals, associates and council members all state the gains made in this area more enthusiastically, and note that there is now a wide range of recreational activities offered in their schools. Teachers all report fairly good to excellent progress in terms of additional programs for children and youth. Eight associates are not satisfied with the current level of additional program offerings and would like to see a greater number and variety of programs offered.

Table 3

Program Target Groups

Group	N	%
Under 5 years old	9	2.9
5 - 8 years old	19	6.1
5 - 13 years old	55	17.6
9 - 13 years old	129	41.3
14 - 19 years old	11	3.5
All ages	80	25.6
Not known	9	2.9
TOTAL	312	99.9

Some coordinators, however, are not yet satisfied with the progress the schools have made, despite the improvement over the past. One coordinator commented that the school is still trying to determine and program for the needs of children. Several coordinators report that they have placed a great deal of emphasis here, and report that all programs now fill up and overflow, or have waiting lists. One coordinator spoke of a space limitation, since after school space is used by school teams for practices; this limits additional programs to after supper. Several other persons noted that it is difficult to devise programs for elementary students after supper.

Two coordinators commented that the children in their schools have a real need for this aspect of the Community Schools Program, and that parents appreciate extra programs. Parents of many children in the school catchment areas cannot afford to have their children join teams, and are pleased to have after school activities available.

Schools offer a variety of recreational programs, in sports and crafts. One school offers a very popular after-school language enrichment program. Some schools offer informal recreational nights or "open gyms" for children with no other involvement. One principal was very pleased with the activities offered in the school after school hours, but also perceives a need for before-school programs for some children.

Community Development (Section 5.0.5)

All senior administrators state that there has been some degree of impact on sense of community in the neighbourhoods in which community schools are

located. Several noted that this impact is only limited to some groups; for example, while senior citizens may have been reached by the program, nonparents have not. Similarly, several other administrators stated that the process of community development is necessarily slow but that they notice continuing progress.

Coordinators and principals report a very wide range of impact on the sense of community in the neighbourhood, ranging from "very, very low" to excellent progress. This impact is evident to school personnel in feedback from the community about about events and programs.

Several coordinators suggested that this is a very difficult component in which to have an impact. For example, two coordinators noted that their schools are located in very mixed socioeconomic areas, and that this fact hinders community feeling. One stated that "it is a long road to change the attitudes of people," and that it may not be justifiable to expect the community school to do this either quickly or entirely. However, another coordinator thought that the program had been very beneficial to lower-class and middle-class white people, although it is just starting to influence Native people. Other coordinators and principals cited various evidence, such as the fact that parents are drawn in to the school, and are involved in helping out in various ways, such as sitting on council. Several principals noted that there is now a council which represents the community, where previously there had only been a small tightly-knit group of parents who discouraged "outsiders". Another coordinator stated that there is now more understanding in the neighbourhood, which has many social problems. The

coordinator feels that there is now a helping attitude, and people can work together for common goals. Several principals noted that there had been a resurgence in neighbourhood pride, and in the status of the school in the community.

Several persons pointed out that schools have traditionally remained aloof and apart from the community, discouraging participation from parents, particularly Indian and Metis parents, and that it will require a great deal of energy to inform parents about the program and to change attitudes to the school.

Two-thirds of the council members believe that the Community Schools Program has had a positive impact on the perceptions community members have of the school. Several members stated that parents in particular are coming to realize that the school exists for the benefit of the community, and not vice versa. Similarly, parents now feel more welcome in the school, and more often become involved in community activities.

Teachers also view the impact on sense of community in a rather mixed fashion. Some teachers think that the impact has only been on specific segments of the community, for example, those on council, or on school staff, or students. About half the teachers believe there has been fairly good to excellent progress in this area, while the rest think that there is still a great deal of room for improvement.

The majority of associates perceive some progress in developing a sense of community. Many associates state that the progress is slow but steady, and is

greatly improved since the Community Schools Program began. One associate stated that the neighbourhood has changed dramatically since the program began and that people now feel a sense of ownership and belonging, and are looking for ways to improve the neighbourhood. Similarly, many council members state that the progress towards this goal has been slow but that there is steady improvement.

Coordination of Social Services (Section 5.0.6)

Twenty-one social agency representatives were interviewed as part of the study. There is a wide range of the frequency of contacts these agencies have with community schools, from once or twice a year to twice a week. The mean number of contacts these agencies have with a community school is 2.33 per month. Many of the agencies have a working relationship with more than one community school in the city in which they are located.

Social agency representatives reported a variety of types of contacts with community schools. Many of these contacts involved program planning and implementation for programs (preschool, adult education, summer programs, exchange programs, and so on). One social agency representative makes home visits with school personnel when warranted for a particular case, while another takes health care and counselling referrals. Another has assisted the coordinator in attempting to set up a community school council, and another meets regularly with the council.

All of the persons interviewed stated that their contacts with community schools had been beneficial, and the majority of persons stated that these

contacts were different from those they have with other schools. Agency representatives tend to see community schools as more accessible and cooperative in terms of planning and implementing programs to meet needs. There were only a few exceptions; for example, the police did not see their involvement in community schools as different from other schools.

Coordinators described the amount of progress in facilitating cooperation with various social agencies as fair to good. Some of this variation is between schools, but some of it also relates to the particular agencies involved; that is, there are varying degrees of success depending on the agency involved. As an example, several coordinators noted that they have had some success in setting up a liaison with Social Services but not with other agencies. One coordinator stated that the principal had assumed this responsibility, while another believes that this should be the principal's responsibility.

All of the senior administrators perceive some progress in this area, although several stated that it depends on the nature of the agency involved.

Eight teachers and nine associates were unfamiliar with the types of contacts the community school has with outside agencies. The remainder thought that there had been some improvement in interagency cooperation, but again that this varied from agency to agency. Particular difficulty is encountered with Social Services which appears to take some time to respond. However, teachers and associates noted that most agencies were cooperative and helpful and have begun to initiate contacts with the school. One teacher

stated that there may be a problem in this regard, in that there may need to be a more explicit definition of responsibility for the school and social agencies who attempt to work together.

Council members all state that the progress towards this goal has been fairly good to excellent, but several stated that they would like to see an increase in the number of agencies approached.

From these and other comments, it is apparent that the burden of initiating interaction between community schools and social agencies rests with the community schools.

The most common types of contacts relate to particular cases where there is a crisis involving one child or a family, and contact will be made with Social Services or Big Brothers or Sisters. Coordinators have also gone to court with students.

Several principals pointed to the important contribution of teaching associates in this area and feel that the presence of the associates reduces the need for contact with social agencies. One principal stated that each associate brings a unique set of contacts to the school and that this is extremely beneficial.

In several schools there are full-time social workers, and one school has a family-school counsellor as a pilot project within the Community Schools Program. One school division has set up an interagency office within a school but it appears that to date this is underutilized.

One coordinator noted that there is a problem in setting up collaboration with social agencies in that the community school is not reflected in social agencies, which do not have extra funding or personnel like community schools. Another coordinator stated that traditionally there has been a barrier between the Department of Social Services and the schools, but now personnel at the Department are beginning to show some initiative in contacting the schools when it might prove beneficial for particular cases. Principals expressed some frustration in dealing with the Department of Social Services; for example, it took two months for a school to find out who the legal guardian was for one of the students. Another principal sees individual social workers as supportive of having a Social Services office within the school but that senior administrative personnel are not supportive.

A few schools have some programs which go beyond the crisis intervention approach. In one city, there is some cooperation between the public board and the Roman Catholic board in operating a latch-key program after school hours for children who have no one at home. As another example, a community school is cooperating with the municipal Parks and Recreation Department in offering a half-day summer program.

Representative Community School Councils (Section 5.0.7)

Of the fifteen community schools, one did not provide a report, one was just starting a council, one does not have a council, and one council was in the process of developing. Both coordinators at the latter two schools appear to have made some efforts to develop or redevelop an effective council. Of

the remaining schools, eight have councils which meet monthly. The other three schools have an executive committee (Parent Advisory Group or Steering Committee) which has between seven and eleven members. These executive committees undertake the functions of council and also meet monthly.

The eleven community school councils involved 147 people. The compositions of the councils were relatively uniform with parents, coordinators, principals and teaching staff being represented. The majority of council members (58.2%) are parents with the balance made up primarily of school and agency staff. Only two schools have a non-parent resident on their council, and none of the councils have student or youth representation.

All persons from whom data were collected were asked the question, "What kind of decision-making role do you think community school council should have in each of the following areas...?" The results are presented in Tables 4.1 to 4.8. In general, it will be noted that coordinators (Table 4.1) hold the most liberal attitudes towards council involvement, favouring direct involvement in most areas, with the exception of guidelines for student behaviour and selection of principal and teachers. Senior administrators (Table 4.2) and council members (Table 4.3) are in apparent agreement over the amount of decision-making council should have, but both are slightly more conservative in this regard than coordinators.

Teachers (Table 4.4), Directors (Table 4.5) and associates (Table 4.6) tend to view the role of council in somewhat more traditional terms, preferring to have council directly involved only in council membership,

fund-raising and program planning.

Principals (Table 4.7) favour direct involvement of council only in setting guidelines for council membership and for fund-raising, while trustees (Table 4.8) favour a more consultative role rather than decision-making for council in all aspects of the program, with the possible exceptions of planning fund-raising and planning extra programming.

Council members were asked whether they had received any preparation for their role. Of the 30 council members interviewed, 10 stated that they had received some orientation. Most of these 10 persons had received some reading materials; three reported that they had had discussions with the coordinator and other staff. Two council members stated that they had been exposed to seminars, guest speakers, and a filmstrip on community schools. Eight of the 10 members who had received one of these types of orientation stated that it had been quite helpful, or essential to their role on council.

Council members were asked about their perceptions of the goals and purposes of council. (This was an open-ended question and many persons stated more than one purpose.) Seventeen council members stated the belief that the major purpose of council is to facilitate involvement and participation by the community, and eight more think the council should act as a liaison between the school and the community. Thirteen members see assistance in planning and implementing additional programming as a purpose. Six persons stated that the council should promote harmony in the community, or should raise cultural awareness. Three members see promotion of facility use as a major purpose, and two see fund-raising as important.

Table 4.1

Preferred Role of Council in Decision-Making: Coordinators (N=14)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

		Mean	Standard Deviation
a)	developing educational goals for the school	1.7	0.61
b)	developing an educational philosophy for the school	1.7	0.46
c)	setting guidelines for council membership	2.0	0
d)	planning fund raising for the school	2.0	0
e)	planning a needs assessment	1.9	0.27
f)	developing guidelines for student behaviour	1.4	0.62
g)	planning afternoon and evening programs	1.9	0.27
h)	determining budget priorities	2.0	0
i)	evaluating the school program	1.8	0.42
j)	determining priorities for facility usage	1.8	0.42
k)	selecting the principal	1.3	0.82
l)	selecting the coordinator	1.7	0.61
m)	selecting teachers	1.3	0.72

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.2

Preferred Role of Council in Decision-Making: Senior Administrators (N=6)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

		Mean	Standard Deviation
a)	developing educational goals for the school	1.8	0.37
b)	developing an educational philosophy for the school	1.8	0.37
c)	setting guidelines for council membership	2.0	0
d)	planning fund raising for the school	1.8	0.37
e)	planning a needs assessment	1.7	0.47
f)	developing guidelines for student behaviour	1.5	0.5
g)	planning afternoon and evening programs	2.0	0.44
h)	determining budget priorities	1.7	0.47
i)	evaluating the school program	1.7	0.47
j)	determining priorities for facility usage	1.7	0.47
k)	selecting the principal	0.8	0.69
l)	selecting the coordinator	1.5	0.5
m)	selecting teachers	0.7	0.75

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.3

Preferred Role of Council in Decision-Making: Council Members (N=30)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

		Mean	Standard Deviation
a)	developing educational goals for the school	1.4	0.66
b)	developing an educational philosophy for the school	1.5	0.56
c)	setting guidelines for council membership	1.9	0.25
d)	planning fund raising for the school	2.0	0.18
e)	planning a needs assessment	1.8	0.50
f)	developing guidelines for student behaviour	1.4	0.66
g)	planning afternoon and evening programs	1.7	0.44
h)	determining budget priorities	1.8	0.37
i)	evaluating the school program	1.6	0.56
j)	determining priorities for facility usage	1.7	0.47
k)	selecting the principal	0.9	0.75
l)	selecting the coordinator	1.3	0.69
m)	selecting teachers	0.9	0.73

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.4

Preferred Role of Council in Decision-Making: Teachers (N=30)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

	Mean	Standard Deviation
a) developing educational goals for the school	1.2	0.52
b) developing an educational philosophy for the school	1.2	0.53
c) setting guidelines for council membership	1.9	0.25
d) planning fund raising for the school	1.9	0.25
e) planning a needs assessment	1.8	0.40
f) developing guidelines for student behaviour	0.9	0.67
g) planning afternoon and evening programs	1.8	0.42
h) determining budget priorities	1.6	0.49
i) evaluating the school program	1.4	0.48
j) determining priorities for facility usage	1.5	0.62
k) selecting the principal	0.7	0.60
l) selecting the coordinator	1.2	0.55
m) selecting teachers	0.8	0.62

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.5

Preferred Role of Council in Decision-Making: Directors (N=6)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

	Mean	Standard Deviation
a) developing educational goals for the school	1.7	0.47
b) developing an educational philosophy for the school	1.7	0.47
c) setting guidelines for council membership	1.8	0.37
d) planning fund raising for the school	1.8	0.37
e) planning a needs assessment	1.0	0
f) developing guidelines for student behaviour	0.8	0.37
g) planning afternoon and evening programs	1.8	0.37
h) determining budget priorities	1.3	0.47
i) evaluating the school program	1.2	0.69
j) determining priorities for facility usage	1.5	0.76
k) selecting the principal	0.7	0.47
l) selecting the coordinator	1.3	0.47
m) selecting teachers	0.7	0.47

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.6

Preferred Role of Council in Decision-Making: Associates (N=30)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

	Mean	Standard Deviation
a) developing educational goals for the school	1.3	0.66
b) developing an educational philosophy for the school	1.5	0.63
c) setting guidelines for council membership	1.8	0.42
d) planning fund raising for the school	1.8	0.50
e) planning a needs assessment	1.6	0.57
f) developing guidelines for student behaviour	1.0	0.72
g) planning afternoon and evening programs	1.8	0.39
h) determining budget priorities	1.3	0.70
i) evaluating the school program	1.5	0.50
j) determining priorities for facility usage	1.5	0.57
k) selecting the principal	0.6	0.68
l) selecting the coordinator	0.9	0.72
m) selecting teachers	0.6	0.68

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.7

Preferred Role of Council in Decision-Making: Principals (N=15)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

		Mean	Standard Deviation
a)	developing educational goals for the school	1.3	0.47
b)	developing an educational philosophy for the school	1.3	0.45
c)	setting guidelines for council membership	2.0	0
d)	planning fund raising for the school	1.8	0.4
e)	planning a needs assessment	1.7	0.45
f)	developing guidelines for student behaviour	1.0	0.37
g)	planning afternoon and evening programs	1.7	0.44
h)	determining budget priorities	1.7	0.47
i)	evaluating the school program	1.3	0.6
j)	determining priorities for facility usage	1.5	0.5
k)	selecting the principal	0.6	0.49
l)	selecting the coordinator	1.1	0.72
m)	selecting teachers	0.4	0.49

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Table 4.8

Preferred Role of Council in Decision-Making: Trustees (N=20)

What kind of decision-making role do you think community school council should have in the following areas? (please circle one)

	Mean	Standard Deviation
a) developing educational goals for the school	1.3	0.48
b) developing an educational philosophy for the school	1.3	0.43
c) setting guidelines for council membership	1.5	0.50
d) planning fund raising for the school	1.6	0.57
e) planning a needs assessment	1.4	0.49
f) developing guidelines for student behaviour	1.4	0.58
g) planning afternoon and evening programs	1.6	0.48
h) determining budget priorities	1.1	0.23
i) evaluating the school program	1.3	0.46
j) determining priorities for facility usage	1.3	0.46
k) selecting the principal	0.8	0.54
l) selecting the coordinator	0.9	0.50
m) selecting teachers	0.6	0.48

Direct Involvement = 2
Consultation = 1
No Involvement = 0

Council members were asked an open-ended question, "How involved do you think the community school principal should be in council activities?" The most frequent response was that the principal should attend all council meetings (20 members said this), with the next most frequent response that the principal should be actively involved in community activities, events and programs (9 members). Six persons stated the belief that the principal should act as a consultant or advisor to council, rather than being a voting member.

Similarly, council members were asked how involved they think the coordinator should be in council activities. As with perceptions of the role of the principal, 20 members stated that the coordinators should attend all meetings, and eight stated that the coordinator shoud attend as many activities, events and programs as possible. Five members stated that the coordinator should be actively involved in program planning and implementation. Only two persons stated that they believe the coordinator's role should be consultative or advisory.

Half of the council members interviewed think that there has been satisfactory council development since the inception of the Community Schools Program. Many of the other council members would like to see greater numbers of persons involved in the council activities.

Senior administrators generally perceive some degree of advance in terms of developing community school councils, although they recognize that there are great differences between the schools in their systems. Again, this aspect of the program is seen as still evolving. One administrator noted that

the school division has received occasional calls from council members with concerns about council's relationship with the principal.

Seven principals and eight coordinators feel that their school has developed a satisfactory community school council.

Eight teachers interviewed report that they are or have been the staff representative to the council. Ten teachers and seven associates reported that they are not familiar enough with the council to comment on its progress. Ten associates thought there has been some progress in terms of developing a council, and thirteen thought that the progress has been good or excellent.

Principals and coordinators report various signs of progress. For example, in the first year of the program, councils at several schools were handpicked. Other schools started with Steering Committees weighted with school staff, usually the principal, coordinator, and a teacher. Under these circumstances, and given their lack of previous involvement, parents and community representatives tended to be somewhat compliant with the wishes of school staff.

In some schools, the first elections have been held in the spring of 1983, or will be held in the fall. At least four of the school councils now have formal constitutions, although the development of a constitution tends to follow the strengthening of the council. For example, one coordinator stated that there is not yet a constitution, but council is starting to raise issues which could be resolved by a constitution. In many cases, however, schools which report the current development of a constitution have the principal and/or coordinator developing the constitution, rather than the council.

It appears that there are a number of types of impediments to the development of a fully-functioning council. Coordinators in schools that do not have functioning councils tend to feel some frustration in getting council "off the ground", and are unable to discern why they have had so much difficulty in doing so. Coordinators sometimes referred to the reluctance of parents to become involved in committees. In general, coordinators perceive this as stemming from a lack of time or self-confidence rather than from a lack of interest. As evidence of this, some coordinators pointed out that, if they have need for parental involvement to organize specific activities for the school, they have no difficulty in finding adequate volunteers to do so. Two coordinators suggested that there should be opportunities for inservice for parents as well as for school staff.

It may be that parents perceive the school staff as being more competent in making certain decisions about the school, as in one case where the coordinator has the perception that the council treats the principal and coordinator as de facto leaders of the council. In another case, council is no doubt hampered by the occasional veto of its decisions by the school principal.

Interracial difficulties also appear to take their toll on the potential effectiveness of councils. Several coordinators stated that they want more Native representation on councils. It may be that not all white people in the community hold the same view, as was evidenced in the initial resistance to community schools in some communities, where parents stated that they "did not want a survival school" in their neighbourhood.

Community School Council Meetings. In one school the principal sets the agenda for community school council meetings, while in another the agenda is set by the coordinator. In another school the principal sets the agenda in consultation with the council president and the coordinator. In five schools, the coordinator sets the agenda, with varying degrees of input solicited from staff, the principal, and the council. In three schools, the chairperson or president of the council sets the agenda in consultation with the principal and/or the coordinator. It is difficult to assess how the agenda is set at many schools because the process is rather informal.

Most coordinators have a regular time slot at the council meeting to present their own agenda items.

Twenty of the thirty teachers interviewed did not know how the agenda for council meetings is set. Similarly, 17 of the 30 associates interviewed were not familiar with the procedure for setting the agenda. Of those who stated that they knew the procedure, the majority believe that this task is performed by the coordinator.

Program Supports (Section 8.0)

Central Office Support

The Director of Education of each of the six school divisions was interviewed as part of the evaluation study. In addition, coordinators, principals, teachers and associates were asked about their perceptions of the

degree of support from their senior administrative personnel in their respective school divisions. In this section of the report, school divisions will be identified by letter.

School Division A. The director emphasized the importance of community involvement to successful school achievement on the part of pupils. Where parent attitudes are supportive, children are more receptive to what the school has to offer. In his experience, he has found that schools cannot do what they might for their pupils when parents, particularly Native parents, do not feel free to come to the school. Accordingly, in the early 1970's, this school division took steps to establish a special school and to hire community and classroom aides of Native ancestry to provide effective liaison between the school and the community. In addition, the principal and staff of the school adapted the curriculum to encompass an emphasis on Native culture. Teachers were encouraged to become more directly involved with the community and with the welfare of their pupils.

On the basis of this earlier experience, the director had little hesitation in expressing support for the Community Schools Program. He stressed the importance of employing native people in these schools, and the importance of close cooperation between the principal and the coordinator. The director would like to see even more emphasis on the role of the community coordinator as a contact with the pupils' homes, and that first priority must be given to the associates and coordinators who provide the liaison between the home and the school.

This director stressed that parents do not want the community schools to offer a second class program. It is therefore of greatest importance that the school system give attention to the matter of achievement standards, to the quality of the program and teaching, and to the selection of teachers. It is vital that the content of the curriculum develop out of the needs identified in the school and in the community. The director has no doubt that the leadership provided by the principal of the school is the key to effective community school programs. The role of the coordinator is critical to the provision of resource persons and materials from the community.

The director stated that practising teachers require inservice training, preferably offered locally in the school or by several schools in cooperation. Principals of community schools have benefited from the visits of consultants funded by the Department of Education and by travel to observe model programs elsewhere. It has been the director's experience that the individual's life experiences before being selected for a position in a community school are the critical factors in staffing.

School Division A has an arrangement where three assistant superintendents report to the next higher level of administration. This school division has three community schools, and each assistant superintendent has responsibility for one of the three schools. This arrangement is seen to be desirable by the director because it permits consultation with the superintendent for the area in which the community school is located. The director stressed that the senior administrative staff has always been extremely supportive of the community school concept.

The three superintendents with responsibilities for community schools are perceived at the school level as having widely varying degrees of support for community schools. One of the concerns of coordinators in this school division is that it appears that superintendents do not have any authority to make administrative decisions regarding the community school. The arrangement in the 1981-82 school year was seen as more satisfactory: there was one administrative assistant who had responsibility for all three schools and acted as a liaison between the coordinators and the school division. However, the administrative assistant position, which was funded directly by the Department of Education, has been eliminated by the school division. One coordinator commented that, when assistance is needed with the program, it is easier to approach the Department of Education than the Central Office. In this school division, principals perceive the central office administration as supportive to highly supportive of the Community Schools Program; their judgements in this regard are made on the basis of the number of perceived positive contacts with the school.

Teachers in School Division A see the senior administrative staff as supportive and teachers find them relatively approachable. It is appreciated that senior administrative staff sometimes attend council and committee meetings. Associates, however, are mixed in their opinions about the degree of support from senior administrative personnel in this school division. Several associates noted that they never have the opportunity to meet with senior administrators and do not feel that the program is understood. Other associates, however, see the administrators as more supportive and approachable.

School Division B. The director stated that although he and the Board had been reluctant regarding the idea of establishing the Community Schools Program as proposed by the province in its initial stages, they are now fully convinced of its value. In general, the funding arrangements have made it possible to meet some of the critical demands through additional staffing.

The director emphasized throughout the discussion the importance of understanding the philosophy and role of the community schools by everyone associated with them.

The director observed that the impact of community schools on students should be assessed in the context of the broader emphasis on multiculturalism introduced during the past two years. He perceives that teachers and pupils are more accepting of Native and Metis students, and that the greatest impact on attitude change has come about through the participation of parents and other adults in the schools.

However, in this school division, principals and coordinators expressed some dissatisfaction with the degree of support from the school division. One concern here is the feeling that the central office disregards the needs of the community school when it is necessary to move personnel within the system. Another concern is that the central office personnel responsible for community schools are not knowledgeable about community schools and do not understand the efforts made by school staffs. A final concern in this system is that the administration does not support the notion that there should be an additional administrative allowance for principals of community schools.

Teachers and associates in School Division B are split over whether the senior administrative personnel are supportive. In general those persons having direct dealings with the community school are seen as more supportive than higher-level personnel. While this School Division received some praise for its encouragement of inservice and for having representation at meetings and special events, there is some concern that there should be more autonomy for community schools to operate within the mandate of the provincial program. Schools feel that they are "kept in the dark" about community school budgets because of bookkeeping procedures at the central office.

School Division C. The director of this school division recalled that he had not been an enthusiastic supporter of the concept initially because he then believed that the addition of professional staff would have been preferable to the "community approach". However, his skepticism quickly disappeared when he found that the program was well received by the schools and the community.

In this school division, it was stated that individual student achievement is the prime concern. In order to guarantee greater success for pupils, the Community Schools Program has successfully involved poarents resulting in a marked increase in student interest and school performance. Another factor in the success of the program is the preponderance of people of Native ancestry who have served as teaching associates.

The administration of this division identified a special need for curricular materials that will make the program relevant to students of Native

ancestry. It was suggested that an increase in the number of curriculum people at the provincial level would enable the Department to provide better program resources. The division has demonstrated its support of the program by granting more inservice days and by providing more resource materials for these schools.

The supplemental programs and enrichment provided by Native people are deemed to be valuable.

In School Division C, the central office consultant is seen as very supportive. However, one coordinator stated that the school division needs a vehicle to foster communications between administration and school staff, particularly on issues related to Native education. Monthly meetings with the central office consultant are seen as quite helpful, and coordinators feel that they receive specific and practical assistance. In addition, the coordinators generally feel that, if they need help, they can always contact Central Office. On the negative side, this school division is perceived by principals and coordinators as having resisted some aspects of the Community Schools Program, for example, refusing to provide funds for renovation of a school kitchen for a Nutrition Program. As another example, the Central Office discouraged a school from setting up an "Unemployed Group", a coordinating centre for unemployed adults; the reason that was given was that this "would not be in the best interests of the children". In this school division, however, the consultant is seen as highly supportive by principals and coordinators, and it is appreciated that school visits are made. There is, however, a perceived lack of support at higher levels of administration.

Teachers and associates in School Division C reflect the opinions of principals and coordinators. The director and superintendent are not seen as involved in the Community Schools Program, while the consultant is seen as very supportive. The consultant makes frequent contact with the schools and is actively involved in providing materials and inservice as the need arises, and deals quickly with problems requiring action.

School Division D. The Community Schools Program in this division now enjoys the support of the senior administrators in the system despite some initial skepticism. The director of this school division stressed the fact that the ethos of the division is permeated by a community orientation and that the Community Schools Program is consonant with that ethos. However, the director expressed concern about pupils of Native and Metis ancestry who do not attend community schools and thereby miss the benefits that accrue from such attendance. He indicated that the board offers other programs in an effort to compensate in other areas of the city. The Community Schools Program provides a high degree of intensity of service by comparison.

This director feels that the most serious gap in the provision of good community schools is the lack of professional training for teachers and administrators and preparation programs for associates.

This director assessed the program in highly positive terms. He applauded the pride and the open spirit that the program has fostered in pupils, their families and their neighbourhoods. He praised the staffs for their willingness to engage in the process of change and the quality of their

participation with community members.

In School Division D, coordinators suggest that there has been an improvement in the relationship between the community schools and the Central Office, although the comment was made by both principals and coordinators that Central Office insists on treating the community schools in the same manner as any other. For example, the Central Office would not allow one school to modify its outdoor sign to include the word "Community". Similarly, the Central Office has occasionally discouraged projects initiated by the school council, projects which the coordinator perceives as worthwhile and productive. As in Division C, some school staff have drawn the conclusion that the school division is supportive of the program provided that it does not incur any direct costs.

Teachers and associates in School Division D perceive the senior administrative staff as very supportive, in that they encourage all ideas which will be of potential benefit to students, occasionally visit the schools, and attend special events.

School Division E. The director affirmed the very strong support accorded by trustees and administrators to the Community Schools Program since its inception. They value the role of the community school councils as a medium for aggregating and expressing local concerns. In addition, the program is viewed as being an effective factor in helping to cope with such major social problems as child abuse and racism.

For this director, the most important issues relate to the quality of the

school's programs. The impact of the program is judged in very positive terms by this director. He stated that Native and Metis students have been given opportunities to enter the community in ways never before achieved. Contacts with the homes through the coordinator and the associates have provided support for parents and children in families facing difficulties.

In School Division E, both the central office administration and the trustees are perceived by principals and coordinators as extremely supportive. The Director of Education has had some extensive involvement with the media to promote the program in the city, and the board ensures that there is adequate inservice training for its community school staff.

Teachers in School Division E perceive the senior administrative staff as somewhat supportive. However, senior administrative staff is not as visible to teachers at the school level as it is in other school divisions. Teachers would like to see some of the central office staff participate in special events organized by the schools. Associates in this system see the senior administrators as very supportive.

School Division F. The director reported that the board's initial reaction to the program had been negative, stemming from a desire to treat everybody in the same way. He indicated that the board is still struggling to achieve a satisfactory definition of a community school, its curriculum, its program, and the roles of persons engaged in both the school and community aspects of the program. An indicator of success is the evidence that the staff and the community school council have come to an understanding about the

purpose of the school and have specified its objectives.

This director stated that parents and teachers involved in the program have expressed satisfaction with the progress made to date.

In School Division F, the central office administration is generally perceived as quite supportive. The Chairman sat for two and a half years on a school council, and this was seen as a productive contribution, one which provided the program with great credibility. In addition, the school division is seen as quite supportive in terms of the amount of time provided for inservice training for community school personnel.

Senior administrative staff in School Division F are perceived by teachers as supportive and approachable. Some central office staff have been involved in special events or meetings at the school. One teacher commented that the central office staff is "willing to give the program a chance to develop." However, in this system, the senior administrative staff is not visible to associates, and associates were unable to assess the degree of support from senior administrative personnel.

Staff Meetings

The majority of community schools have regular, formal staff meetings once a month, although there are two schools which hold meetings once a week. Normally all staff except custodial staff is invited. In some schools secretarial staff is invited. Several coordinators believe that secretarial and custodial staff, as well as parents and council members, should all be

invited to attend staff meetings.

It appears to be common procedure for principals to set the agenda for staff meetings, although there are differences in the degree of participation of staff in suggesting items. For example, in some schools, the agenda is announced, and in others, a list is posted by the principal, and staff can easily add items to the agenda. At one school the Staff Council, which is comprised of representatives of teachers, associates, the coordinator and principal or vice-principal, sets the agenda.

Most coordinators have a regular time slot in the agenda for staff meetings, but some must request time for items of concern to them. One coordinator stated that the principal never asks if the coordinator wants to add an item.

Parents' Perceptions of the Community Schools Program

Children in all fifteen community schools were given a questionnaire to take home for their parents to complete. Parents were requested to complete the questionnaire, were assured that the school would not have access to the completed questionnaire, and were asked to seal the questionnaire in an envelope marked "Confidential". A copy of the questionnaire will be found in Appendix B.8. The questionnaire format was relatively unstructured and allowed the parents to generate their own responses. Response categories were derived to code this data after all questionnaires had been returned.

While the enrollment of the fifteen community schools totals 3298, each family was requested to complete only one questionnaire. The schools provided data on the number of families in their schools. Of 2155 families, 1117 (or 51.83%) returned questionnaires. (One returned questionnaire was completed in Cree; it was translated and is included in these figures.) This response rate represents a reasonably good return on a questionnaire of this nature which was distributed in this fashion.

The vast majority (97.4%) of parents stated that they had visited the school for one or more reasons. The most common reason was for an interview with the teacher (N=1041), while the second most common was to attend a special event (N=611). It is noteworthy that 42.3% (N=473) of the parents stated that they had visited the school to do volunteer work.

About half of the parents responding thought that the school which their child was attending was different from other schools, while another 30% were not sure. Only 20% of parents did not think the school was different from other schools.

When asked how the school was different from other schools, the most common comment was that it has extra activities and programs (N=149), followed by greater involvement of parents and community (N=118). The third most common reason that parents gave was that they thought the school had a more positive atmosphere than other schools, for example, they thought it was more caring, helpful and friendly (N=82)(see Table 5, Q4).

When asked what they like about their community school, parents gave

Table 5

Parent Responses to Open-Ended Questions*

Q4. Do you feel that _____ School is different from other elementary schools?

Category	N
Extra activities, programs	149
Community/parents more involved	118
School atmosphere - caring, helpful, friendly	82
Negative comments	32
Teachers more involved	31
Feel welcome	14
Academic, kids get more help, are learning more	13

Q6. What do you like about _____ Community School?

Category	N
Extra activities and programs	233
School atmosphere	202
Comments irrelevant to CS program	166
Parents/community more involved	106
Teachers more involved	68
Children like it	33
Snack, nutrition program	29
Feel welcome	25
Teacher associates	16
Negative comments	11

Q7. Are there any changes you would like to see in the school?

Category	N
Want more activities/programs	126
Comments irrelevant to CS program	107
More supervision, discipline	48
Want parents/community more involved	31
Want snack/nutrition program	21
Want more academic help	15
Less Native emphasis	12

*All categories with 10 or more respondents are reported here.

similar replies. Many parents stated that they like the extra activities and programs (N=233), and the school atmosphere (N=202). A number of parents (N=106) also stated that they appreciate the fact that parents and the community are more involved in the operation of the school (Table 5, Q6).

Parents were also asked what changes they would like to see in the school. The most common comment (N=126) was that they would like more activities and programs. Other comments in response to this question generally were not relevant to the Community Schools Program and included comments that parents might make in response to a question about any school, for example, stricter or less strict discipline, or that the playground needed improvements (Table 5, Q7).

Only 15% of parents were not sure if their school has a snack program, while over 54% stated that it does.

Approximately 90% (N=1006) of the respondents stated that they would like to see the Community Schools Program continue. Only 2% (N=21) do not wish the program to continue, while the remainder were undecided or did not complete the question.

Trustees' Perceptions of the Community Schools Program

Trustees were asked to describe their own attitude towards community schools on a five-point scale. Six trustees described their attitude as 'very

positive'. These trustees noted that the community school has had a significant impact on parental involvement and on student attitudes to school, as well as increasing facility use.

Eleven trustees described their attitude as 'positive'. One of these trustees commented that trustees and administrative staff may see the program as resolving all the educational problems of inner-city students, and that this attitude places unrealistic expectations on the program, and may suppress other necessary modifications to the educational system.

Only one trustee stated that he/she was 'neutral' towards the program, and no trustees reported that they were 'negative' or 'very negative' about the program.

All trustees stated that they wish to see the program continued, although six stated that funding from the Department must be maintained or increased in order for the program to be continued. One trustee stated that, if the Department were to discontinue funding, the Board would not be able to justify continuance of the program given the priorities of the board.

Benefits for Native Students

Senior administrators, coordinators, principals, teachers, associates, council members and social agency representatives were asked the question, "From your point of view, has the introduction of the Community Schools

Program had any impact on Native students in your school?*

Despite the misgivings of coordinators about some administrative aspects of the program, they were all extremely positive about the merits of the program for Native students. Similarly, the majority of principals expressed the viewpoint that the program has had a significant positive impact on Indian and Metis students. Of the thirty teachers interviewed, only two thought that the program had not benefitted Native students. All pointed to a variety of indications that the program was of great benefit for Native students. Only one associate could not see a great deal of benefit from the program and thought that this could be rectified if there were more attention paid to Native Studies in the particular school in which he/she works. Twenty-six of the 30 council members interviewed thought that there had been benefits for Native students, as did 15 of the 21 social agency representatives. (Five of the other agency representatives stated that they were not familiar enough to make a judgment, since their work is primarily with adults.)

In general, the comments from all those interviewed can be summarized by the statement that community schools are more concerned about the needs of Native students than non-community schools, and that community schools make a greater attempt to meet these needs. The presence of teaching associates in the classroom, especially Native associates, was noted by many of the persons interviewed as a key factor in the positive impact on Native students.

In terms of the regular <u>academic program</u>, the community school is seen as having advantages over regular schools. The presence of associates allows for

greater individual contact with students, particularly those who are having academic difficulty. The presence of the associates allows for tutoring as necessary, or attention to additional problems, such as attendance. Furthermore, the program provides additional curriculum resources, and the introduction of curriculum materials and activities especially relevant to the community. One school has set up a committee which has designed a series of curriculum units on Native studies for students in all grade levels. Native students are also seen as benefitting from the additional after-school programming available because of the community school status. Some persons perceive that the participation of Native students in both academic and extracurricular areas is increasing.

A second set of positive outcomes relates to the notion of school-community relations. The Community Schools Program is seen a providing the opportunity for greater links between the home and school, and the presence of Native people on school staffs is seen as facilitating this. Many principals and coordinators stated that parental involvement in the school has increased, and they view the home visit aspect of the program as one factor. Parents now feel freer to approach the school and are more communicative when they do. Similarly, several principals stated that they are now starting to see Native volunteers come into the school.

A third set of positive outcomes relates to the self-concept of Native students. Principals, coordinators and teachers all report that students now feel more positive about their heritage, feel pride in this, and that as a result are more comfortable in the school. Some teachers report that Native

students appear to experience less alienation from the school. Again, the role-modelling effect of associates is viewed by coordinators as the most important contributing factor. One coordinator stated that now Native students have someone in the school with whom they can discuss problems and concerns.

A fourth set of positive outcomes relates to school atmosphere. Coordinators report that associates and other staff members now make a more concerted effort to ensure that students have a sense of belonging and equality. As a result, students now feel more comfortable in the school, and are more willing to visit adults working in the school. A few coordinators believe that the program is also responsible for reduced vandalism and other social problems such as glue-sniffing. Similarly, coordinators believe that home visits help students to be more comfortable with school. A few coordinators also pointed to less direct but nevertheless important effects, such as improved parenting skills, and extra help for students from difficult home situations.

Awareness of Native Culture and History

Senior administrators, principals, coordinators, teachers, associates and council members were asked whether they believe the Community Schools Program has had an impact on the level of awareness of Native culture and history among non-Native students.

Nine coordinators support the notion that there has been an impact, but they agree that the impact has been minimal, perhaps more significant in terms of culture than history. One coordinator was strongly negative on this issue and attributes it to the refusal of teachers to deal with Native culture and history in the classroom.

Senior administrators are all agreed that the Community Schools Program has had a significant impact on awareness.

Principals were almost unanimous in their opinion that there has been an impact on levels of awareness, and pointed to a wide variety of programs and special events, and other indicators, such as a greater sensitivity in selecting books for the library.

Only three teachers interviewed did not think that there has been an impact on levels of awareness. They attribute this lack of change in the quantity and quality of programs in the area. The vast majority of teachers, however, do believe that there has been an increase in levels of awareness.

Similarly, the majority of associates and council members believe that the Community Schools Program has had an impact on non-Native students. Three council members stated the belief that the curricular aspects of the Community Schools Program should focus more on the multicultural aspects of the community.

Increased Tolerance

All persons interviewed were asked whether they think the program has had an impact on the degree of tolerance among the various ethnic groups in the school.

The majority of principals think there has been an impact on tolerance within the school, but several noted that lack of tolerance is a deeply-rooted problem which will not be easily resolved. Nevertheless, they pointed to increased understanding and awareness on the part of their school staffs, and believe that this is reflected in the attitude of children to each other.

Four coordinators do not think that there has been any change in tolerance among the various groups, but think that this is difficult to assess. Further, these coordinators stated that it may not be fair to expect the program to have an impact on deeply entrenched attitudes so soon after program implementation. One coordinator noted that there is some resistance within the school and in the community to aspects of the Native programming.

Nine coordinators think that there has been some impact on interethnic and interracial tolerance. A few of these think that the impact is restricted to the children in the school and does not reach the adult community. While problems have not been eliminated, most coordinators think that there has been some improvement.

Senior administrators also spoke favourably about the impact on tolerance between the various groups in the community.

Twelve of the thirty teachers think that there has been a positive impact on tolerance, while fifteen teachers believe that there was a great deal of tolerance among children of the various racial and ethnic groups before the program was instituted. Teachers who note an increase in tolerance state that non-Native students now value the input of Native students more than previously, and state that there is more mixing in work groups. Many teachers noted that, although there has been noticeable progress, there is still room for improvement.

Twenty-two of the 30 associates think that tolerance has increased. They state that students of differing backgrounds get along better, are inquisitive about each other, and form interracial and interethnic friendships. Some associates note that derogatory comments and antagonistic teasing have decreased in the last few years, particularly among younger students.

Twenty-three of the council members think that there has been an improvement in interethnic and interracial tolerance, while six more did not perceive it as a problem previously. Several council members stated that the impact on students, especially younger students, has been quite noticeable, while the change among parents is much slower but still perceptible.

Similarly, those social agency representatives who felt they knew the situation well enough to comment were virtually unanimous that community schools have had an impact on tolerance.

Negative Impacts

None of the senior administrators, principals, coordinators, teachers, associates or council members could point to any observable negative impacts of the program on students.

Rather than eliciting any comments about observable negative effects on students, this question elicited a few (but only a few) reservations about other weaknesses of the program. The following paragraph presents all of the elicited comments.

Two senior administrators stated that there had been some resistance initially to the Native curriculum aspects of the program. One coordinator noted that the attempts at curriculum development have been quite crude, and fears the possibility of stereotyping. A principal stated that it may appear that Indian and Metis parents are less content than formerly, but that this is probably a healthy sign that they now feel free to express their opinions about the school. One teacher and one council member expressed concern about adapting the curriculum to the specific needs of students in the community without sacrificing standards. Two council members stated that they believe that there is a disservice done to the concept of community by not including a more multicultural approach to curriculum.

DISCUSSION, SUMMARY AND RECOMMENDATIONS

In general, despite a few misgivings on the part of some participants in the program, and some apparent weaknesses in various administrative aspects of the program, there is widespread support for the goals and aims of the Community Schools Program among all constituents. Coordinators express slightly more dissatisfaction than other groups, but this is consistent with other evaluation research findings as well as popular wisdom. The role description for the coordinator's position presents a very broad mandate, a situation which is not unique to Saskatchewan, and coordinators often appear somewhat awed by the enormity of the tasks still before them.

All of the data indicate that there has been significant progress towards the goals and objectives of the Community Schools Program. Similarly, all constituent groups pointed to a variety of highly positive impacts of the program on Native and non-Native students, and there were no negative impacts cited.

It is therefore recommended, without reservation, that the Community Schools Program be continued. The recommendations derived from the present study are intended to be considered for the improvement of the functioning of the program.

Program Resources (Section 4.0) and Administrative Support Budget (Section 4.1)

In general the hasty implementation of the Community Schools Program precluded adequate preservice training for school personnel who would be involved in the delivery of the program. However, it is also reasonable to assume, from the comments made by various persons in a variety of positions, that had the Department itself not effected the implementation of the program, the program would not exist.

Many of the inadequacies of the preservice training have been rectified by inservice training programs provided both by the Department and many of the school divisions over the past three years. There is, however, a need for on-going inservice training for community school personnel. Furthermore, while recognizing the difficulty school divisions currently experience in transferring staff between schools, it seems apparent that school divisions may not always be as sensitive to the special needs of community schools in staffing as they could be.

In conjunction with this, it is noted that there are a variety of uses for the Administrative Support Budget, and that the various arrangements of the school divisions do not equally facilitate effective operation of the Community Schools Program.

Therefore, based on the above considerations, the following recommendations are made:

1. That school divisions make every effort possible to ensure that staff (principals and teachers in particular) selected for positions in community schools be knowledgeable about and committed to the goals and aims of the Community Schools Program.

2. That administrative staff, when selecting teaching personnnel for community schools, give particular heed to the special needs of community schools. For teachers, support for the philosophy of community schools, and the ability to feel comfortable with community involvement in the classroom and with "hands-on" learning should be additional criteria for appointment to the staff of a community school.

3. For school divisions with three or more designated community schools, that the division employ one full-time central administrative officer (or "coordinator") whose major responsibility is for community schools, and that this position be funded directly by the Department of Education. For school divisions with two designated community schools, that the division employ one half-time central administrative officer, and that this half-time position be funded directly by the Department of Education. (As of September 1983 there will be no school divisions with only one community school.) It may be desirable for this central administrative officer also to be responsible for one or two areas related to the Community Schools Program, such as inner city and/or Native issues.

4. That the Department provide each school division with funds to be used exclusively for direct expenses incurred in providing inservice training for community school staffs. In addition, a provision should be made for senior administrators to attend conferences directly related to the Community Schools Program. This recommendation involves a clearer allocation of existing funds.

5. That any remaining funds currently allocated for central office administrative support be reallocated for specific expenses incurred directly as a result of the Community Schools Program where desirable (for example, to supplement maintenance salaries); and where the remaining funds are not necessary for specific expenses that they be discontinued.

6. That, as a minimum, one professional day each year be used for further inservice training on the goals and objectives of community schools, preferably for all community school personnel in a given school. Individual schools may wish to pool their resources for this inservice training.

Community School Coordinators (Section 4.2)

Despite the rather extensive role description presented in the 1980 Discussion Paper, coordinators generally continue to experience some concern about role definitions. Additionally, the majority of coordinators would like to have increased contact with other coordinators in the province. Therefore, it is recommended:

7. That a procedure be developed which will allow community school coordinators, as a group and in conjunction with school division personnel and Department of Education personnel, to clarify role definitions and expectations.

The current inequities between school divisions in salaries for coordinators are a hindrance to effective functioning of the Community Schools Program in some school divisions. The coordinator's position is as "a professional community worker...It is important to contrast the role of the community school coordinator with that of the paraprofessional community aide" (Discussion Paper, 1980, page 9). In some divisions, the restrictions on acceptable academic degrees for wage scales are also an impediment to equitable salaries. If salaries are suitable to attract a wide variety of candidates, and are consistent with the degree of expertise demanded by the role description, the major area of the degree should not be an issue of consideration in determining the level of remuneration.

Additionally, it is presumed that a needs assessment would reveal a need for summer programs in the neighbourhoods served by community schools. If this is found to be the case, contracts should be amended to 12 months and salaries increased by a further 10%. Therefore, it is recommended:

8. That coordinators' salaries be based on a uniform scale throughout the province, consistent with the provincial salary scale for teachers, as recommended in the Discussion Paper (1980). An additional administrative allowance should be added to that salary scale.

Native Teaching Associates (Section 4.3)

A great number of persons who participated in the study spoke about the significant contribution that is made by Native and Metis teaching associates to the functioning of the program, and in particular the highly positive aspect of providing a role model for Native and Metis students. In addition, at the present time the hiring of Native and Metis persons for the position of teaching associate would appear to be one of the few ways of ensuring that school staffs reflect the composition of the community in which the school is situated. Therefore, it is recommended:

9. That, in keeping with the original intent of the Community Schools Program, school divisions give preference to persons of Indian or Metis ancestry for the position of teacher associate.

Similarly, schools with a high proportion of immigrant students may wish to reflect this fact in the selection of teaching associates.

A variety of data collected in the evaluation study suggest that the current utilization of associates may not take advantage of many of their potential strengths which would be of value to the program. For example, it may be desirable to reconsider whether an associate's greatest possible contribution can be made if the associate works full-time in the school library. Furthermore, 'clerical' tasks which are normally a part of the teacher's job ought to be shared equally between a sponsoring teacher and his/her associate. It is not appropriate for a teacher or principal to expect the associate to perform all clerical tasks which are required for the functioning of a classroom. Furthermore, the amount of time associates spend on home visits appears relatively small considering that many persons perceive the home visit component of the program as very important.

However, it is also recognized that schools may wish to retain some flexibility in terms of utilization of associates. One possible solution would be to have one associate per school who develops expertise in the area of home visits, counselling, and other specialized services. Some redefinition of appropriate tasks needs to be undertaken. It is noteworthy that an excellent and appropriate role description is presented in the Discussion Paper. Therefore, it is recommended:

10. That a procedure be developed which will allow teacher associates, in conjunction with community school teachers, coordinators, principals, school division administrative personnel and Department of Education personnel, to clarify role definitions and expectations. The job description presented in Section 4.3 (Discussion Paper, 1980) should serve as an effective starting point.

11. That the work of teacher associates focus on classroom activities and home visits as appropriate, and that associates not be utilized as clerical support staff.

Since the teaching associate position is a paraprofessional position, it is to be expected that there will be ongoing needs for preservice and inservice training. In addition, a number of associates have already left the position for teacher training programs, notably the Dumont Institute's Saskatchewan Urban Native Teacher Education Program (SUNTEP), and several more intend to do so. In order to lessen the financial impediments to further education for associates, and in order to preserve the contribution that associates can make to the program, it would seem appropriate to develop the option of combining training and practice. Therefore, it is recommended:

12. That the option of working half-time and being enrolled half-time in the SUNTEP program (or a similar teacher training program such as ITEP or NORTEP) be made available to associates.

13. That the school divisions and the Department make provision for on-going orientation and training programs for associates as necessitated by staff turnover.

Local Curriculum Grants (Section 4.4) and Community Education Budget (Section 4.2)

The data clearly indicate that the mandate for these two budgets is not clear enough from the perspective of most schools and councils, and that expenses are arbitrarily assigned. Therefore, it is recommended:

14. That the funds made available to community schools through these two budget items be amalgamated and considered as one fund.

The statement made by many personnel at smaller schools that there is a small surplus of funds, and a parallel statement from personnel at larger schools that there will not be adequate funds indicates the need for a redistribution of these funds. It is recognized that small schools also have unique needs which would not be met equitably by a simple per pupil allocation. A solution would be a reallocation of funds according to a formula which recognizes the unique needs of small schools, and yet still takes into account the relationship of expenses to enrollment. Therefore, it is recommended:

15. That funds be reallocated according to a formula which provides a basic grant to each school plus a fixed amount per pupil. It is recommended that the following formula be used: $5500 basic grant plus $10 per pupil. Using this formula, a school of 100 pupils would receive $6500, and a school of 500 pupils would receive $10,500.

Using this revised formula and 1982 - 1983 enrolment figures, the Department of Education would have approximately $18,950 as a surplus. In order to alleviate some of the sense of inequity involved with the Community Schools Program, to stimulate community development, and to assist in meeting the goals of the Community Schools Program in neighbourhoods without a community school, it is recommended:

16. That a separate fund be instituted from the funds remaining from the reallocation specified in Recommendation 15. This new fund should be made available to Innovative Community Education projects initiated by the community. This fund should be available only to currently non-designated schools, and should have two purposes: 1) to provide financial support for innovative projects

directed towards meeting one or more of the seven community school components, for example, a special teen drop-in program, and 2) to provide assistance to community groups who wish to seek community school designation for a school. Application for grants under this initiative should be made to the Department of Education. The Department should set up a procedure for publicizing this fund and for adjudicating proposals. Where more than one proposal is submitted from a school division, the Department may wish to seek consultation with the school division in arriving at a funding decision.

One of the original intents of the community education budget was "to facilitate community involvement in the school and as a support budget to the community school coordinator and the community school council" (Discussion Paper, page 10). However, in only a few schools does council have direct control of the funds. There have been reports of principals and school divisions challenging the decisions of even those councils which have apparent control of the funds on the basis that the proposed expenditures are inappropriate. In addition, it does not facilitate community involvement to have the funds available to council only through the school division's central office. This situation would be rectified by placing the funds directly in control of the council and in providing council with guidelines for appropriate expenditures. In order to stimulate community involvement in the activities of the community school, it is recommended:

17. That funds for the operation of community schools be allocated directly from the Department to the individual community school councils, that councils be presented with guidelines with respect to appropriate usage of these funds, and that councils be accountable to the Department for these funds.

School Nutrition Program (Section 4.5)

The data strongly suggest that the School Nutrition Program is a significant aspect of the Community Schools Program, and that the majority of people involved perceive a great deal of benefit from the Nutrition Program. Although recommendations about the Nutrition Program are beyond the mandate of this evaluation, based on the data available the evaluation team supports continuance of the program. Additionally, the interview data suggest that a number of persons perceive that there are still a great many children in need attending community schools. The Department should consider developing a set of criteria for appropriate implementation of the Nutrition Program, and in cases where communities can document a need according to the criteria, should consider extending the Nutrition Program to those schools.

Community Schools Program Components (Section 5.0)

Community Use of Facilities (Section 5.0.1)

The data strongly indicate that this is a very highly developed aspect of the Community Schools Program in most schools. However, the success of this component is still impeded by organizational aspects of the relationship between some school divisions and their community schools. Therefore, it is recommended:

18. That all school divisions grant the right and responsibility for bookings of the community school facilities to the community school coordinator. Additionally, if the school division office is approached with requests for use of community school facilities, the request should be referred to the community school coordinator in order to avoid duplicate bookings.

Community Involvement in the Regular School and Classroom Programs (Section 5.0.2)

While it would appear that there has been some progress in this area in most schools, the progress in general is quite limited. Greatest gains appear to have been made in community involvement in one-time special events rather than in terms of ongoing programs.

Only six schools reported specific Native programs. While the number of such programs was probably underreported, as much of the work in this area may be undertaken by Native and Metis teaching associates, this finding was surprising. Given the thrust of the Community Schools Program, there is a need to increase the number of Native and Metis community resources in the classroom. In addition, the community resource programs appear to be considered as "add-ons" rather than being integrated with the curriculum. The teaching staff should begin to explore ways in which community resources could be used for expanding experiential learning in the curriculum. Therefore, it is recommended:

19. That all community school teachers receive in-service training in encouraging and utilizing community resources in the regular classroom program, and in experiential learning, with the Department absorbing direct costs and teacher release time provided from professional development days.

20. That the development of a Native Studies curriculum be undertaken at the provincial level, and that the expertise of the associates be utilized as part of a committee which would be consulted on the curriculum as it is being developed.

Community-Based Adult Education Programs (Section 5.0.3)

Again, the gains made by most community schools in this area are substantial.

However, the program information collected from coordinators indicated that most of the adult programs were of a general interest nature (for example, fitness, furniture refinishing, haircutting). Only one school reported an adult program which could be classified as basic upgrading. While many upgrading courses would be available through the community colleges, a community school can often serve as an ideal location for the decentralized provision of such courses. The school divisions and the Department of Education should encourage the Community Colleges to provide needed adult basic education courses at the community schools. There is an apparent need for courses to be offered at reduced cost. Therefore, it is recommended:

21. That basic adult training courses be provided at the school or school division level.

Additional Programs for Children and Youth (Section 5.0.4)

Great gains have been made by most schools in this component of the program.

The data collected from coordinators clearly show that young children (under 9 years old) and teenagers (14 - 19 years old) have fewer programs specifically for their age group. While it was beyond the scope of this study to determine program needs in the various communities, the data suggest that each of the community schools would benefit from a survey of needs in their area. A needs assessment would also be utilized to identify the extent to which these needs are being met by programs offered by other agencies. The results of the assessment could be used to plan, in cooperation with other agencies, a rational approach for meeting gaps in programs. Therefore, it is recommended:

22. That community school coordinators determine program needs for teens (ages 15 to 19) and children under age 9 to determine whether these needs are being met, and, where they are not, to attempt to meet these needs with appropriate programming.

As noted in Recommendation 18, some of the school divisions have policies which hinder facility use. Implementation of Recommendation 18 would also have an impact on this component of the program.

Community Development (Section 5.0.5)

Community development is a time-consuming task which normally follows the development of a sense of community. As might be expected, the community schools have made some incursions into developing a sense of community in some neighbourhoods, but not in others. The amount of community development currently taking place is minimal.

Given the data presented in Tables 4.1 through 4.8, it appears that there is a general lack of consensus about the role of council in relation to the school. Recommendations 16 and 17 in particular are intended to strengthen the role of community school councils, and in turn, councils may determine that it is desirable to undertake more community development as a result. In addition, Recommendation 16 should provide an incentive for community development, particularly in communities currently without a community school.

All of the schools need to reach out to the non-parent residents of their communities. The community schools should consider developing a regular community school newsletter (at least three times a year) which would feature program news, council information, and community events. A house-to-house distribution system also needs to be developed in order for the newsletter to reach non-parent residents. A newsletter could be a powerful tool in opening the school to the community. Therefore, it is recommended:

23. That community schools, at the initiative of the coordinator, develop effective means of reaching non-parent residents of the community.

Coordination of Social Services (Section 5.0.6)

The majority of schools report some progress in terms of coordination of social services. However, the majority of coordinators cited cases where social agencies had been contacted with regard to a single case. Therefore, it is recommended:

24. That efforts be made by community school coordinators to strengthen ties with various social service agencies, not only in relation to individual cases, but also in terms of program development and coordination. In addition, that community school coordinators be encouraged to explore the feasibility and desirability of developing month interagency meetings.

Representative Community School Councils (Section 5.0.7)

All of the data suggest that community school council development has not kept pace with program development. Four of the community school councils are at a preliminary stage of development and another three need to broaden their non-school base.

Given the lack of consensus about appropriate levels of decision-making for community school councils (Tables 4.1 to 4.8), it is essential:

25. That clearer guidelines be developed regarding the areas of decision-making for community school councils.

The majority of community schools currently have a community school council in place. Given that a functioning council is essential to the effective operation of a community school, it is recommended:

> 26. That after a further two year period, schools without adequately functioning councils lose their designation as a community school and the benefits accruing from the program.

Hypothetically, if this recommendation were implemented at present, four schools would probably not meet the criteria for continuing designation. It is hoped that within the next two years these four coordinators will be able to use this recommendation in a constructive way to mobilize community interest in the program.

Because of the extensive involvement of coordinators in all aspects of the community school, and because of the influence inherent in this involvement, it is recommended:

> 26a. That the coordinator not have a vote on council.

It is to be expected that the principal be intensively involved with the work of the council. The principal has a critical role not only in expressing his/her opinions about the needs of the school, but also in terms of providing accurate information about school board policy. However, in terms of council development, it is counterproductive for the principal to have more than one vote, or to have the power to veto votes of council. The principal's vote should be equal to the vote of any other member of council. Therefore, it is recommended:

26b. The principal should continue to be a voting member of council, with one vote equal to that of any other member.

Because teaching staff may wish to have its point of view represented on council, particularly in terms of potential recommendations regarding expenditures of council on curricular needs, it is recommended:

26c. That there continue to be a minimum of one teacher representative as a voting member of council.

Criteria for Selecting Community Schools (Section 7.0)

Because of the new criteria for the continuation of the Community Schools Program in any existing community school (as outlined in Recommendation 25) and because effective involvement of the community is essential to the success of the program, the process of designation of community schools needs to be reconsidered. The initial "top-down" implementation may have been the only effective means of instituting the program initially, but as of September 1983 there are sixteen community schools in place which can serve as model schools for other communities. The program will be susceptible to abuse if designation can be sought by a principal alone or by school staff. Community involvement should be added as a criterion for designation within the program. Therefore, it is recommended:

27. That no additional schools be designated unless it can be demonstrated that there is significant community support for designation.

This demonstration of community support could be partly funded by money made available to community organizations through Recommendation 17. Projects funded through the Innovative Community Education Program should be directed towards programs which would provide an assessment of needs in a community, which meet the goals and objectives of the Community Schools Program, and/or which would serve as demonstration projects in a community which would like to seek designation for a school.

Finally:

28. In addition to the community involvement criterion noted in Recommendation 27, the criteria noted in Section 7.0 of the Discussion Paper should remain as requirements for designation of community schools.

The Community Schools Program is, without doubt, the largest and most successful program directed towards the social problems of inner-city students in any Canadian province. It provides a constructive means of enabling schools to bridge the gap between the culture of the school and the culture of the home. While there is little doubt that many schools in a variety of neighbourhoods would benefit from this type of program, the limited resources of this era dictate that available resources should be placed in communities with greatest needs.

It must be realized that a program which has only existed for two or three years cannot be expected to have a measurable effect on student achievement. Even in the long term, because of the high degree of mobility of the populations served by the community schools, any research on this issue

necessarily will be difficult. Nor is it reasonable to expect the program to have an impact on mobility, which is rooted in complex structural factors. However, community schools have made notable gains in terms of community involvement and programming. Reciprocally, we can infer that the alienation of inner-city poor from the school has been reduced. But because the problems are deeply-rooted in society, it is not reasonable to expect a quick remedy. Only intensive programs such as this can be expected to effect permanent social change, and only after continuing efforts over a lengthy period of time.

SUMMARY OF RECOMMENDATIONS

It is recommended, without reservation, that the Community Schools Program be continued.

The following recommendations are intended to be considered for the improvement of the functioning of the program.

Program Resources (Section 4.0) and Administrative Support Budget (Section 4.1)

1. That school divisions make every effort possible to ensure that staff (principals and teachers in particular) selected for positions in community schools be knowledgeable about and committed to the goals and aims of the Community Schools Program.

2. That administrative staff, when selecting teaching personnnel for community schools, give particular heed to the special needs of community schools. For teachers, support for the philosophy of community schools, and the ability to feel comfortable with community involvement in the classroom and with "hands-on" learning should be additional criteria for appointment to the staff of a community school.

3. For school divisions with three or more designated community schools, that the division employ one full-time central administrative officer (or "coordinator") whose major responsibility is for community schools, and

that this position be funded directly by the Department of Education. For school divisions with two designated community schools, that the division employ one half-time central administrative officer, and that this half-time position be funded directly by the Department of Education. (As of September 1983 there will be no school divisions with only one community school.) It may be desirable for this central administrative officer also to be responsible for one or two areas related to the Community Schools Program, such as inner city and/or Native issues.

4. That the Department provide each school division with funds to be used exclusively for direct expenses incurred in providing inservice training for community school staffs. In addition, a provision should be made for senior administrators to attend conferences directly related to the Community Schools Program. This recommendation involves a clearer allocation of existing funds.

5. That any remaining funds currently allocated for central office administrative support be reallocated for specific expenses incurred directly as a result of the Community Schools Program where desirable (for example, to supplement maintenance salaries); and where the remaining funds are not necessary for specific expenses that they be discontinued.

6. That, as a minimum, one professional day each year be used for further inservice training on the goals and objectives of community schools, preferably for all community school personnel in a given school. Individual schools may wish to pool their resources for this inservice training.

Community School Coordinator (Section 4.2)

7. That a procedure be developed which will allow community school coordinators, as a group and in conjunction with school division personnel and Department of Education personnel, to clarify role definitions and expectations.

8. That coordinators' salaries be based on a uniform scale throughout the province, consistent with the provincial salary scale for teachers, as recommended in the Discussion Paper (1980). An additional administrative allowance should be added to that salary scale.

Native Teaching Associates (Section 4.3)

9. That, in keeping with the original intent of the Community Schools Program, school divisions give preference to persons of Indian or Metis ancestry for the position of teacher associate.

10. That a procedure be developed which will allow teacher associates, in conjunction with community school teachers, coordinators, principals, school division administrative personnel and Department of Education personnel, to clarify role definitions and expectations. The job description presented in Section 4.3 (Discussion Paper, 1980) should serve as an effective starting point.

11. That the work of teacher associates focus on classroom activities and

home visits as appropriate, and that associates not be utilized as clerical support staff.

12. That the option of working half-time and being enrolled half-time in the SUNTEP program (or a similar teacher training program such as ITEP or NORTEP) be made available to associates.

13. That the school divisions and the Department make provision for on-going orientation and training programs for associates as necessitated by staff turnover.

Local Curriculum Grants (Section 4.4) and
Community Education Budget (Section 4.2)

14. That the funds made available to community schools through these two budget items be amalgamated and considered as one fund.

15. That funds be reallocated according to a formula which provides a basic grant to each school plus a fixed amount per pupil. It is recommended that the following formula be used: $5500 basic grant plus $10 per pupil. Using this formula, a school of 100 pupils would receive $6500, and a school of 500 pupils would receive $10,500.

16. That a separate fund be instituted from the funds remaining from the reallocation specified in Recommendation 15. This new fund should be made available to Innovative Community Education projects initiated by the community. This fund should be available only to currently

non-designated schools, and should have two purposes: 1) to provide financial support for innovative projects directed towards meeting one or more of the seven community school components, for example, a special teen drop-in program, and 2) to provide assistance to community groups who wish to seek community school designation for a school. Application for grants under this initiative should be made to the Department of Education. The Department should set up a procedure for publicizing this fund and for adjudicating proposals. Where more than one proposal is submitted from a school division, the Department may wish to seek consultation with the school division in arriving at a funding decision.

17. That funds for the operation of community schools be allocated directly from the Department to the individual community school councils, that councils be presented with guidelines with respect to appropriate usage of these funds, and that councils be accountable to the Department for these funds.

Community Use of Facilities (Section 5.0.1)

18. That all school divisions grant the right and responsibility for bookings of the community school facilities to the community school coordinator. Additionally, if the school division office is approached with requests for use of community school facilities, the request should be referred to the community school coordinator in order to avoid duplicate bookings.

Community Involvement in the Regular School and Classroom Programs (Section 5.0.2)

19. That all community school teachers receive in-service training in encouraging and utilizing community resources in the regular classroom program, and in experiential learning, with the Department absorbing direct costs and teacher release time provided from professional development days.

20. That the development of a Native Studies curriculum be undertaken at the provincial level, and that the expertise of the associates be utilized as part of a committee which would be consulted on the curriculum as it is being developed.

Community-Based Adult Education Programs (Section 5.0.3)

21. That basic adult training courses be provided at the school or school division level.

Additional Programs for Children and Youth (Section 5.0.4)

22. That community school coordinators determine program needs for teens (ages 15 to 19) and children under age 9 to determine whether these needs are being met, and, where they are not, to attempt to meet these needs with appropriate programming.

Community Development (Section 5.0.5)

23. That community schools, at the initiative of the coordinator, develop effective means of reaching non-parent residents of the community.

Coordination of Social Services (Section 5.0.6)

24. That efforts be made by community school coordinators to strengthen ties with various social service agencies, not only in relation to individual cases, but also in terms of program development and coordination. In addition, that community school coordinators be encouraged to explore the feasibility and desirability of developing monthly interagency meetings.

Representative Community School Councils (Section 5.0.7)

25. That clearer guidelines be developed regarding the areas of decision-making for community school councils.

26. That after a further two year period, schools without adequately functioning councils lose their designation as a community school and the benefits accruing from the program.

26a. That the coordinator not have a vote on council.

26b. The principal should continue to be a voting member of council, with one vote equal to that of any other member.

26c. That there continue to be a minimum of one teacher representative as a voting member of council.

Criteria for Selecting Community Schools (Section 7.0)

27. That no additional schools be designated unless it can be demonstrated that there is significant community support for designation.

28. In addition to the community involvement criterion noted in Recommendation 27, the criteria noted in Section 7.0 of the Discussion Paper should remain as requirements for designation of community schools.

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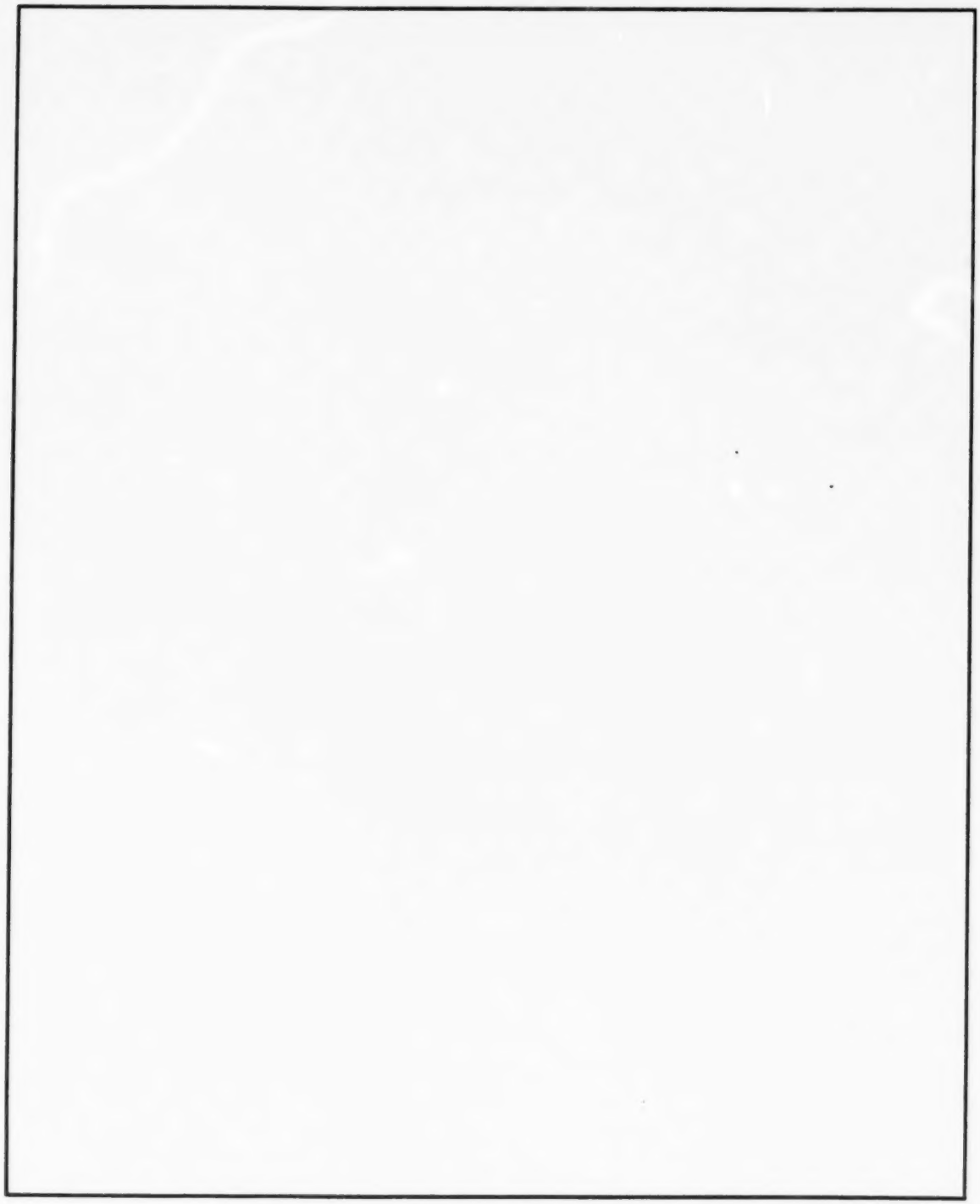

January, 1984

EVALUATION OF THE COMMUNITY SCHOOLS PROGRAM

Appendices

Submitted to

Community Education Branch
Policy, Planning and Special Projects
Saskatchewan Education

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December 1983

The opinions expressed in this report are those of the authors and do not necessarily reflect the views of Saskatchewan Education.

ORGANIZATION OF REPORT DOCUMENTS

This document contains the Appendices for the report on the evaluation of the Saskatchewan Community Schools Program, and is one of the three volumes of a final report submitted to Saskatchewan Education by the Educational Research Institute of British Columbia. The other two volumes are the Amplified Report and the Executive Summary.

The Appendices are intended primarily for technical use and contain the Prospectus for the evaluation, and the questionnaires and interview schedules used for data collection. Complete information on the evaluation is contained in the Amplified Report. The Executive Summary was designed as an overview and summary of the study, with special emphasis on the recommendations.

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APPENDIX A

PROSPECTUS

A PROSPECTUS FOR THE COMMUNITY SCHOOLS PROGRAM EVALUATION

Saskatchewan Education
Community Education Branch
February, 1983

Introduction

The Community Schools Program was established in the fall of 1980 and is currently operating in 15 schools in Regina, Saskatoon and Prince Albert.

The Program is premised on a belief that improved community-school relations will be beneficial to students, school staff and parents and other community members.

The Program provides additional resources to regular elementary schools to implement the Community Schools Program. These resources include a community school co-ordinator, 3 or 4 teacher associates, a local curriculum grant and a Community School Council grant at the school level and a central office consultant and inservice resources at the school division level. The Program also includes an optional school nutrition program (see appendix A).

The Program was implemented in 11 inner-city schools in Regina, Saskatoon and Prince Albert in 1980 and expanded to 4 additional schools in 1981. It was agreed during the initial stages of the Program that there would be an interim review at the Program's half-way point and a final evaluation during the third year. The Interim Review was completed in the summer of 1982.

The general objectives of the Program include:

1. To encourage community involvement in, and understanding of, school affairs.

2. To provide for the development of activities which:
   (a) enhance the learning of both children and adults;
   (b) foster racial and cultural understanding, particularly of groups within the neighborhood; and
   (c) assist in creating a safe neighborhood environment for the physical well-being of the children.

3. To involve parents and other community residents in discussions of school policy, procedures, curriculum, finance, and facilities.

4. To contribute to a sense of community in the local school neighborhood.

5. To communicate educational information and special events to the parents and area residents.

6. To involve community residents in the identification and initiation of adult activities in the school and the community.

7. To involve community residents in discussions on the use of community resources and agencies to support the educational program and meet community needs.

It is important to note that each of the six divisions participating in the Program developed specific objectives for the Program. Thus, they may differ in certain aspects from the objectives above.

Purpose of the Evaluation

One purpose of the evaluation will be to re-assess the divisional objectives established for the Program. It is important to note that the community education approach was selected over other possible approaches such as a remedial approach which focuses on remedial help to students experiencing school failure or a professional/technical approach, which emphasizes consultants and technological innovators such as computer assisted learning. The final evaluation of the Program should re-evaluate this decision and discuss whether or not these objectives remain important.

A central purpose of the evaluation would be to assess the degree to which the objectives established for the Program are being met. This would involve an analysis of the impact, outcomes and benefits of community involvement on students, school staff and community members. This would also include an analysis of the Program model, resources and administration.

A final purpose of the evaluation would be to inform the Program's reference and client groups about the progress of the Program.

These general purposes of the evaluation can be translated into the following research areas:

a) Re-assess the objectives of the Program at the divisional and school levels;

b) Assess the development and impact of the Program's components;

c) Assess the impact of the Program resource components (teacher associates, community school co-ordinators, central office consultants, nutrition program, local curriculum development grants);

d) Assess the extent to which the Program model and resources have contributed to the fulfillment of the Program's objectives;

e) Assess the implementation and administrative processes of the Program.

Evaluation Model and Procedures

It is proposed that the Community Schools Program Evaluation follow the four point method below.

1. Orientation

During this initial stage, school board, community school and Department of Education staff meet to discuss the Community Schools Program Evaluation. Discussions will centre on the appropriate criteria and procedures, timelines and a format to discuss the final report and results of the evaluation.

2. Committee and Consultant Selection

A commitee structure which can provide support to the evaluation is struck.

The committee will assist in developing the criteria which are to be used in evaluating the Program and will provide factual and background material to the evaluation consultant.

This committee should be representative of the major actors within the Program. A suitable outside evaluator(s) is selected. Such an evaluator should be familiar with the community school/community education concept, have an understanding of cross-cultural education, be familiar with the education structure in Saskatchewan, and have demonstrated capacity to conduct evaluative research.

3. Information Gathering

The evaluation consultant, in cooperation with the evaluation committee, designs an information gathering process. Such a process could utilize the following reference points:

a) Community involvement criteria. The community education approach is premised on a belief that changes to community-school relations and school environment through community involvement will provide a more supportative school experience for inner-city students. The evaluation should utilize criteria such as the degree of community involvement in school programs, community satisfaction with the Program and with the education of their children, participation in decision-making and other areas of community involvement. Community involvement criteria should form the major reference points for the evaluation.

b) One of the goals of the Community Schools Program is the development of activities which enhance the learning of children. As such, the evaluation could also look at this objective. Participation of students in various community school programs, their feelings about the Program, changes in school attendance, and teacher perception of student behaviour could be used as reference points here.

c) Another general objective of the Program is the development of activities which foster cultural understanding within the school and community. The evaluation may also wish to examine cross-cultural activities and programs for minority cultures, particularly Native students.

4. Final Report

The evaluation consultant will prepare a final report.

5. Action Planning

This component will include a review of the results of the evaluation by participating school boards and the Department of Education. At this time, decisions will be made concerning the future of the Program and the establishment of priorities for future program direction.

6. Timelines

1.	Orientation	December-January, 1982
2.	Committee and Consultant Selection	February, 1983
3.	Selection of Evaluation Criteria	March, 1983
4.	Data Collection	April-May, 1983.
5.	Interim Report	July, 1983
6.	Final Report	August, 1983.

7. Budget

Committee Expenses	$
Consultant Expenses	

1. Introduction

The Community School Nutrition Program was established with the objective of promoting awareness about nutrition among school children and parents. This has been carried out through a combination of snacks, a breakfast program, nutrition education and food experiences.

There are currently 7 schools involved in the Program. In each school, there is a Nutrition Centre, a food preparation area furnished with basic kitchen equipment. In addition, a part or full time Nutrition Worker is on staff to plan, purchase and prepare snacks and to assist teachers with food experiences.

The general objective of the program, promoting awareness about nutrition, encompasses food recognition, food classification into food groups according to Canada's Food Guide, and the ability to make wise food choices i.e. balanced meals and nutritious snacks. Other topics that are taught, depending on the age of the students involved, are digestion, nutrient values of foods, functions of food in growth, health and energy, and changing nutritional requirements throughout the lifecyle. Some key consumer information is also included such as label reading, food sanitation and safety, and obtaining good nutritional value for money spent.

The Components of the Program are as follows:

a) The snack program consists of serving foods from two food groups (eg. muffin and milk or cheese and crackers) to provide nourishment to students who may not have eaten before attending school and also to service as a practical educational tool. Teachers are encouraged to use snack time for informal nutrition teaching.

b) The basis of the nutrition education component of the program is the curriculum series developed by Saskatchewan Health: "Introducing Nutrition" for Division I and "Nutrition: Getting To Know You Better" for Division II. These have been supplemented by Dairy Council workshops for teachers, films, guest speakers and other activities.

c) The Food experience program provides an opportunity for hands-on food preparation and tasting. Often the topic of the Food experience is chosen because it is related to an academic subject under study eg. science, social studies, health and language arts. Baking bannock, roasting pumpkin seeds or tasting cheeses are examples of food experiences.

Involving children in food preparation provides an opportunity to learn proper techniques, kitchen safety and sanitation and related motor skills eg. cutting, kneading, pouring, etc. It often increases students' willingness to try unfamiliar foods if they are involved in their preparation.

d) Some parental involvement has been achieved by sending home recipes and work sheets, providing displays of nutrition materials and using volunteer help for some activities. The facility has also been available for related topics of interest to adults eg. demonstrations of ethnic cooking.

2. Evaluation

The evaluation of the School Nutrition component of the Community Schools Program will, in general terms, follow the format of the Community Schools Evaluation. Specific topics, however, could include the following:

a) A follow-up on the September, 1980 pre-test which evaluated student knowledge, attitudes and behaviour regarding nutrition prior to the introduction of the Program.

b) Teacher evaluation of any changes in student behaviour due to the Nutrition Program.

c) Parental participation and support of the Program.

d) Teacher use and impact of the Nutrition education component of the Program.

e) A review of the technical aspects of the Program.

APPENDIX B

INTERVIEW SCHEDULES AND QUESTIONNAIRES

Appendix B.1 - Principals
Appendix B.2 - Community School Coordinators
Appendix B.3 - Teachers
Appendix B.4 - Teacher Associates
Appendix B.5 - Senior Administrators
Appendix B.6 - Community School Council Members
Appendix B.7 - Social Agency Representatives
Appendix B.8 - Parents
Appendix B.9 - Trustees

d) Some parental involvement has been achieved by sending home recipes and work sheets, providing displays of nutrition materials and using volunteer help for some activities. The facility has also been available for related topics of interest to adults eg. demonstrations of ethnic cooking.

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c) Parental participation and support of the Program.

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Appendix B.9 - Trustees

Appendix B.1

Principal Interview

PRINCIPAL INTERVIEW

School _____

School Division: 3 4 6 13 20 81

1. How long have you been a principal...

in this school? _____ year(s)
in community schools? _____ year(s)
in regular (not community) schools? _____ year(s)

2. Previous teaching experience:

in community schools? _____ year(s)
in regular (not community) schools? _____ year(s)

3. Were you principal at this school when it was designated a community school?

Yes _____ No _____

If YES please describe your reaction. _____

_____

_____

If NO did you specifically request a position at a community school?

Yes _____ No _____

4. Have you had any training or courses which are relevant to this position?

_____

_____

_____

5. Are you, or have you been, involved in this neighbourhood in any capacity other than through your work here? (e.g., lived in area, worked in area, volunteered, etc.) _____

_____

_____

6. Please describe the following:

Major components of your work	Proportion of time spent on each component
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

7. Has the amount of time you spend on these components changed significantly since the time you first joined the staff at this school?

Yes _____ No _____

How has it changed? _____

_____

_____

What led to the changes? _____

_____

_____

8. Did you receive any special preservice training after you were selected for this position?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, would it have been beneficial to receive such training?

Yes _____ No _____

What should be included in such training? _____

_____

_____

9. Do you see a need for special preservice training for community school teachers?

Yes _____ No _____

What should be included in such training? _____

_____

_____

10. Do you see a need for special preservice training for community school teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

11. Do you see a need for special preservice training for community school coordinators?

Yes _____ No _____

What should be included in such training? _____

_____

_____

12. Have you received any inservice training sessions since the Community School Program began?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, do you see a need for special inservice training for principals?

Yes _____ No _____

What should be included in such training? _____

_____

_____

13. Do you see a need for special inservice training for community school teachers?

Yes _____ No _____

What should be included in such training? _____

_____

_____

14. Do you see a need for special inservice training for community school teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

15. Do you see a need for special inservice training for community school principals?

Yes _____ No _____

What should be included in such training? _____

_____

_____

16. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

17. How are these funds disbursed? _____

_____

_____

18. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

19. Do you feel that the Community Education Budget is adequate?

Yes _____ No _____

20. How are decisions made regarding disbursement of these funds? _____

_____

_____

21. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

22. Do you feel that the additional staff resources provided are adequate for the operation of this school as a community school?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

23. In your opinion, how supportive is the school division's senior administrative staff towards community schools? _____

_____

_____

If supportive, how do they demonstrate this support? _____

_____

_____

If not supportive, what changes would you like to see on their part?

_____

_____

_____

24. In your opinion, to what extent has your school made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

_____

_____

e) developing a sense of community? _____

_____

_____

f) facilitating interagency cooperation? _____

_____

_____

g) developing a community school council? _____

_____

_____

25. Is there a snack program in your school?

Yes _____ No _____

If YES, since the beginning of the program, have you noticed any change in

attentiveness?	Yes _____	No _____
attendance?	Yes _____	No _____
other classroom behaviours?	Yes _____	No _____

[Interviewer: If YES, probe for nature and direction of behavioural changes.]

_____

_____

_____

26. Have you received any feedback from parents regarding the School Nutrition Program?

Yes _____ No _____

Please elaborate. _____

_____

_____

27. Would you like to see the snack program continued in your school?

Yes _____

No _____

Yes, but with changes _____ (please elaborate) _____

_____

_____

_____

28. What kind of decision-making role do you think <u>principals</u> should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

29. How frequently are there staff meetings in your school? _____

30. Who attends these meetings? _____

_____

_____

31. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

32. How is the agenda set? _____

_____

_____

33. Are there other forms of staff decision-making? (e.g., pod meetings)

Yes _____ No _____

Who attends these meetings? _____

_____

_____

34. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

35. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

36. How is the agenda for council meetings set? _____

_____

_____

37. From your point of view, has the introduction of the Community Schools Program had any impact on Native students in your school?

Yes _____ No _____

Please describe this impact. _____

_____

_____

38. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

39. Do you feel that there is increased tolerance among the various ethnic groups in your school as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

40. In your opinion, what <u>positive</u> impacts have there been on students since this school became a community school? _____

_____

_____

41. In your opinion, what negative impacts have there been on students since this school became a community school? _____

_____

_____

42. During the course of the interview, we have talked about a number of issues concerning this community school. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

43. Would you like to continue working in this school?

Yes _____ No _____

44. Would you like to see this school continue as a community school?

Yes _____ No _____

Appendix B.2

Community School Coordinator Interview

COORDINATOR INTERVIEW

School _____

School Division: 3 4 6 13 20 81

1. How long have you been a community school coordinator...

   in this school? _____ year(s)

   in other schools? _____ year(s)

2. Please describe your previous work experience. _____

   _____

   _____

3. Have you had any training or courses which are relevant to this position?

   _____

   _____

   _____

4. Are you, or have you been, involved in this neighbourhood in any capacity other than through your work here? (e.g., lived in area, worked in area, volunteered, etc.) _____

   _____

   _____

5. Please describe the following:

Major components of your work	Proportion of time spent on each component
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. Has the amount of time you spend on these components changed significantly since the time you first joined the staff at this school?

Yes _____ No _____

How has it changed? _____

_____

_____

What led to the changes? _____

_____

_____

7. Did you receive any special preservice training after you were selected for this position?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, would it have been beneficial to receive such training?

Yes _____ No _____

What should be included in such training? _____

_____

_____

8. Do you see a need for special preservice training for community school teachers?

Yes _____ No _____

What should be included in such training? _____

_____

_____

9. Do you see a need for special preservice training for community school teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

10. Do you see a need for special preservice training for community school principals?

Yes _____ No _____

What should be included in such training? _____

_____

_____

11. Have you received any inservice training sessions since the Community School Program began?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, do you see a need for special inservice training for coordinators?

Yes _____ No _____

What should be included in such training? _____

_____

_____

12. Do you see a need for special inservice training for community school teachers?

Yes _____ No _____

What should be included in such training? _____

_____

_____

13. Do you see a need for special inservice training for community school teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

14. Do you see a need for special inservice training for community school principals?

Yes _____ No _____

What should be included in such training? _____

_____

_____

15. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

16. How are these funds disbursed? _____

_____

_____

17. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

18. Do you feel that the Community Education Budget is adequate?

Yes _____ No _____

19. How are decisions made regarding disbursement of these funds? _____

_____

_____

20. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

21. Do you feel that the additional staff resources provided are adequate for the operation of this school as a community school?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

22. In your opinion, how supportive is the school division's senior administrative staff towards community schools? _____

_____

_____

If supportive, how do they demonstrate this support? _____

_____

_____

If not supportive, what changes would you like to see on their part?

_____

_____

_____

23. Do you receive any regular supervision in your work?

Yes _____ No _____

If YES, who provides this? _____

_____

_____

Is it helpful? Yes _____ No _____

If NO, would you find some supervision helpful?

Yes _____ No _____

Who do you think should provide this? _____

_____

_____

24. What kind of contact do you have with other community school coordinators?

_____

_____

_____

Is this adequate? Yes _____ No _____

Is this helpful? Yes _____ No _____

Would you like to have regular meetings with all other community school coordinators in this city?

Yes _____ No _____

If YES, how would this be helpful? _____

_____

_____

If NO, why not? _____

_____

_____

25. In your opinion, to what extent has your school made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

e) developing a sense of community? _____

f) facilitating interagency cooperation? _____

g) developing a community school council? _____

26. Does your school have contacts with outside agencies?

Yes _____ No _____

If YES, please elaborate:

Agency	nature of contact
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

27. What kind of decision-making role do you think community school coordinators should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

28. How frequently are there staff meetings in your school? _____

29. Who attends these meetings? _____

_____

_____

30. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

31. How is the agenda set? _____

_____

_____

32. Are there other forms of staff decision-making? (e.g., pod meetings)

Yes _____ No _____

Who attends these meetings? _____

_____

_____

33. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
1) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

34. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

35. How is the agenda for council meetings set? _____

_____

_____

36. From your point of view, has the introduction of the community schools program had any impact on Native students in your school?

Yes _____ No _____

Please describe this impact. _____

_____

_____

37. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

38. Do you feel that there is increased tolerance among the various ethnic groups in your school as a result of the community schools program?

Yes _____ No _____

Please give several examples. _____

_____

_____

39. In your opinion, what <u>positive</u> impacts have there been on students since this school became a community school? _____

_____

_____

40. In your opinion, what negative impacts have there been on students since this school became a community school? _____

_____

_____

41. During the course of the interview, we have talked about a number of issues concerning this community school. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

42. Would you like to continue working in this school?

Yes _____ No _____

43. Would you like to see this school continue as a community school?

Yes _____ No _____

Appendix B.3

Teacher Interview

TEACHER INTERVIEW

School _____

School Division: 3 4 6 13 20 81

1. How long have you taught...

in this school? _____ year(s)
in other schools? _____ year(s)
in regular (not community) schools? _____ year(s)

2. Are you, or have you been, involved in this neighbourhood in any capacity other than through your work here? (e.g., lived in area, worked in area, volunteered, etc.) _____

_____

_____

3. Please describe the following:

Major components of your work	Proportion of time spent on each component
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Has the amount of time you spend on these components changed significantly since the time you first joined the staff at this school?

Yes _____ No _____

How has it changed? _____

_____

_____

What led to the changes? _____

_____

_____

5. Were you a teacher at this school when it was designated a community school?

Yes _____ No _____

If YES, please describe your reaction. _____

_____

_____

If NO, did you specifically request a position at a community school?

Yes _____ No _____

6. Have you had any training or courses which are relevant to this position?

_____

_____

_____

7. Did you receive any special preservice training after you were selected for this position?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, would it have been beneficial to receive such training?

Yes _____ No _____

What should be included in such training? _____

_____

_____

8. Have you received any inservice training sessions since the Community School Program began?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, do you see a need for special inservice training for teachers?

Yes _____ No _____

What should be included in such training? _____

_____

_____

9. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

10. How are these funds disbursed? _____

_____

_____

11. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

12. Do you feel that the additional staff resources provided are adequate for the operation of this school as a community school?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

13. Do you have a teacher associate in your classroom?

Yes _____ No _____

If YES, what functions does the associate perform? _____

_____

_____

How helpful is the associate to you in your work? _____

_____

_____

14. Do you have a special unit or program related to some aspect of your community?

Yes _____ No _____

If YES please describe._____

_____

_____

15. In your opinion, how supportive is the school division's senior administrative staff towards community schools? _____

_____

_____

If supportive, how do they demonstrate this support? _____

_____

_____

If not supportive, what changes would you like to see on their part?

_____

_____

_____

16. In your opinion, to what extent has your school made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

_____

_____

e) developing a sense of community? _____

_____

_____

f) facilitating interagency cooperation? _____

_____

_____

g) developing a community school council? _____

_____

_____

17. Does your school have contacts with outside agencies?

Yes _____ No _____

If YES, please elaborate:

Agency	nature of contact
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

18. Is there a snack program in your classroom?

Yes _____ No _____

[INTERVIEWER: If NO, go to question 22]

If YES, since the beginning of the program, have you noticed any change in:

attentiveness?	Yes _____	No _____
attendance?	Yes _____	No _____
other classroom behaviour?	Yes _____	No _____

[INTERVIEWER: If YES, probe for nature and direction of behavioural changes.]

_____

_____

_____

19. Do you use the snack program for nutrition teaching?

Yes _____ No _____

If YES, please give examples. _____

_____

_____

Approximately how many class hours per week do you use for teaching nutrition and/or nutrition-related topics? _____

Has the School Nutrition Program changed the amount of nutrition teaching in your curriculum?

Yes _____ No _____

If YES, how? _____

_____

_____

Have nutrition topics been taught in conjunction with other classroom subjects?

Yes _____ No _____

If YES, which subjects? _____

_____

_____

20. What role has the Food Co-ordinator played in the "Food Experiences"? Has she:

suggested topics for a Food Experience?	Yes ___	No ___
purchased supplies?	Yes ___	No ___
assisted in the classroom?	Yes ___	No ___
other?	Yes ___	No ___

Have you used the School Nutrition Program facilities for food preparation or nutrition teaching?

Yes _____ No _____

If YES, please give some examples of programs you have undertaken using the School Nutrition Program facilities: _____

_____

_____

21. Would you like to see the snack program continued in your classroom?

Yes _____ No _____

Please elaborate. _____

_____

_____

22. What kind of decision-making role do you think teachers should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

23. How frequently are there staff meetings in your school? _____

_____

_____

24. Who attends these meetings? _____

_____

_____

25. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

26. How is the agenda set? _____

_____

_____

27. Are there other forms of staff decision-making? (e.g., pod meetings)

Yes _____ No _____

Who attends these meetings? _____

_____

_____

28. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

29. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

30. How is the agenda for council meetings set? _____

_____

_____

31. From your point of view, has the introduction of the Community Schools Program had any impact on Native students in your school?

Yes _____ No _____

Please describe this impact. _____

_____

_____

32. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

33. Do you feel that there is increased tolerance among the various ethnic groups in your school as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

34. In your opinion, what <u>positive</u> impacts have there been on students since this school became a community school? _____

_____

_____

35. In your opinion, what negative impacts have there been on students since this school became a community school? _____

_____

_____

36. During the course of the interview, we have talked about a number of issues concerning this community school. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

37. Would you like to continue working in this school?

Yes _____ No _____

41. Would you like to see this school continue as a community school?

Yes _____ No _____

Appendix B.4

Teaching Associate Interview

TEACHER ASSOCIATE INTERVIEW

School _____

School Division: 3 4 6 13 20 81

1. How long have you been a community school teacher associate...

   in this school? _____ year(s)

   in other schools? _____ year(s)

2. Please describe your previous work experience. _____

   _____

   _____

3. Have you had any training or courses which are relevant to this position?

   _____

   _____

   _____

4. Are you, or have you been, involved in this neighbourhood in any capacity other than through your work here? (e.g., lived in area, worked in area, volunteered, etc.) _____

   _____

   _____

5. Please describe the following:

Major components of your work	Proportion of time spent on each component

6. Has the amount of time you spend on these components changed significantly since the time you first joined the staff at this school?

Yes _____ No _____

How has it changed? _____

What led to the changes? _____

7. Did you receive any special <u>preservice</u> training after you were selected for this position?

Yes _____ No _____

If YES, what did this training include? _____

If NO, would it have been beneficial to receive such training?

Yes _____ No _____

What should be included in such training? _____

8. Have you received any <u>inservice</u> training sessions since the Community School Program began?

Yes _____ No _____

If YES, what did this training include? _____

_____

_____

If NO, do you see a need for special inservice training for teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

9. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

10. How are these funds disbursed? _____

_____

_____

11. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

12. Do you feel that the additional staff resources provided are adequate for the operation of this school as a community school?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

13. Do you or the teacher in your classroom have a special unit or program related to some aspect of your community?

Yes _____ No _____

Please describe. _____

_____

_____

14. In your opinion, how supportive is the school division's senior administrative staff towards community schools? _____

_____

_____

If supportive, how do they demonstrate this support? _____

_____

_____

If not supportive, what changes would you like to see on their part?

_____

_____

_____

15. Do you receive any regular supervision in your work?

Yes _____ No _____

If YES, who provides this? _____

_____

_____

Is it helpful? Yes _____ No _____

If NO, would you find some supervision helpful?

Yes _____ No _____

Who do you think should provide this? _____

_____

_____

16. In your opinion, to what extent has your school made progress in:

a) community use of facilities? _____

b) community involvement in the classroom program? _____

c) adult education programs? _____

d) additional programs for children and youth? _____

e) developing a sense of community? _____

f) facilitating interagency cooperation? _____

g) developing a community school council? _____

17. Does your school have contacts with outside agencies?

Yes _____ No _____

If YES, please elaborate:

Agency	nature of contact

18. What kind of decision-making role do you think <u>teacher associates</u> should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

19. How frequently are there staff meetings in your school? _____

20. Who attends these meetings? _____

_____

_____

21. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

22. How is the agenda set? _____

_____

_____

23. Are there other forms of staff decision-making? (e.g., pod meetings)

Yes _____ No _____

Who attends these meetings? _____

_____

_____

24. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

25. What proportion of the meeting time is spent on:

information sharing? _____

discussion? _____

26. How is the agenda for council meetings set? _____

_____

_____

27. From your point of view, has the introduction of the Community Schools Program had any impact on Native students in your school?

Yes _____ No _____

Please describe this impact. _____

_____

_____

28. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

29. Do you feel that there is increased tolerance among the various ethnic groups in your school as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

30. In your opinion, what positive impacts have there been on students since this school became a community school? _____

_____

_____

31. In your opinion, what negative impacts have there been on students since this school became a community school? _____

_____

_____

32. During the course of the interview, we have talked about a number of issues concerning this community school. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

33. Would you like to continue working in this school?

Yes _____ No _____

34. Would you like to see this school continue as a community school?

Yes _____ No _____

Appendix B.5

Senior Administrator Interview

SENIOR ADMINISTRATOR INTERVIEW

School Division: 3 4 6 13 20 81

Position held: _____

1. Interviewer: 3 = extremely important, needs immediate attention
   2 = very important
   1 = somewhat important
   0 = not at all important, does not require attention at present

Please rate the following issues in terms of their present importance to schools in this school division:

academic achievement standards	3	2	1	0
program content	3	2	1	0
teaching methods	3	2	1	0
teaching materials	3	2	1	0
declining enrolment and its implications	3	2	1	0
student behaviour and conduct	3	2	1	0
community support for schools	3	2	1	0
developing working relationships between schools and community	3	2	1	0
use of school facilities by community groups	3	2	1	0
use of community resources in the classroom	3	2	1	0
evaluation and selection of teachers	3	2	1	0
evaluating and reporting student achievement	3	2	1	0

2. Do you see a need for special <u>preservice</u> and <u>inservice</u> training for community school teachers?

   Yes _____ No _____

   What should be included in such training? _____

   _____

   _____

3. Do you see a need for special preservice and inservice training for community school teacher associates?

Yes _____ No _____

What should be included in such training? _____

_____

_____

4. Do you see a need for special preservice and inservice training for community school principals?

Yes _____ No _____

What should be included in such training? _____

_____

_____

5. Do you see a need for special preservice and inservice training for community school coordinators?

Yes _____ No _____

What should be included in such training? _____

_____

_____

6. How does your school division currently use the Administrative Support Budget provided by the Department of Education? _____

_____

_____

Are you satisfied with this approach?

Yes _____ No _____

How would you like to see it changed? _____

_____

_____

7. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

8. How are these funds disbursed? _____

_____

_____

9. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

10. Do you feel that the Community Education Budget is adequate?

Yes _____ No _____

11. How are decisions made regarding disbursement of these funds? _____

_____

_____

12. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

13. Do you feel that the additional staff resources provided are adequate for the operation of schools in this division as community schools?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

14. In your opinion, to what extent have community schools in your division made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

_____

_____

e) developing a sense of community? _____

_____

_____

f) facilitating interagency cooperation? _____

_____

_____

g) developing a community school council? _____

_____

_____

15. What kind of decision-making role do you think staff should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

16. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

17. From your point of view, has the introduction of the Community Schools Program had any impact on Native students in your division?

Yes _____ No _____

Please describe this impact. _____

_____

_____

18. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

19. Do you feel that there is increased tolerance among the various ethnic groups in community schools in your division as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

20. In your opinion, what positive impacts have there been on students since schools in this division were designated as community schools? _____

_____

_____

21. In your opinion, what negative impacts have there been on students since schools in this division were designated as community schools? _____

_____

_____

22. During the course of the interview, we have talked about a number of issues concerning community schools. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

23. Would you like to see the Community Schools Program continue?

Yes _____ No _____

24. Would you like to see this school continue as a community school?

Yes _____ No _____

22. During the course of the interview, we have talked about a number of issues concerning community schools. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

23. Would you like to see the Community Schools Program continue?

Yes _____ No _____

Appendix B.6

Council Member Interview

COUNCIL MEMBER INTERVIEW

School _____

School Division: 3 4 6 13 20 81

1. How long have you been a member of this council? _____ year(s)
   other Community School Councils? _____ year(s)

2. Why did you decide to become a member? _____
   _____
   _____

3. Were you provided with any preparation for your role? (for example, an information kit, or a retreat with staff)

   Yes _____ No _____

   What did this training include? _____
   _____
   _____

4. Did you find this training to be...

   Of no value? _____
   Of little value? _____
   Of some value? _____
   Quite helpful? _____
   Essential to your role? _____

5. From your perspective, what are the goals and purposes of the council?
   _____
   _____
   _____

6. Do you feel that the Local Curriculum Grant is adequate?

Yes _____ No _____

7. How are these funds disbursed? _____

_____

_____

8. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

9. Do you feel that the Community Education Budget is adequate?

Yes _____ No _____

10. How are decisions made regarding disbursement of these funds? _____

_____

_____

11. Do you feel that there should be any change in procedures for allocating these funds?

Yes _____ No _____

Please explain. _____

_____

_____

12. Do you feel that the additional staff resources provided are adequate for the operation of this school as a community school?

Yes _____ No _____

If YES, are these additional staff resources appropriate? _____

_____

_____

If NO, what additional resources do you feel are necessary? _____

_____

_____

What changes would you like to see? _____

_____

_____

13. How involved do you think the community school principal should be in council activities? _____

_____

_____

14. How involved do you think the community school coordinator should be in council activities? _____

_____

_____

15. In your opinion, to what extent has your school made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

_____

_____

e) developing a sense of community? _____

_____

_____

f) facilitating interagency cooperation? _____

_____

_____

g) developing a community school council? _____

_____

_____

16. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

17. Do you think people in this community are aware that this school is a community school?

Yes _____ No _____

If YES, how accurate are their perceptions about what community school designation means? _____

_____

_____

Has their perception of this school changed since it was designated a community school?

Yes _____ No _____

In what way? _____

_____

_____

If NO, why not? _____

_____

_____

How might the school best involve the community? _____

_____

_____

18. How is the agenda for council meetings set? _____

_____

_____

19. From your point of view, has the introduction of the Community Schools Program had any impact on Native students in your school?

Yes _____ No _____

Please describe this impact. _____

_____

_____

20. Do you feel that the level of awareness of Native culture and history has increased among non-Native students?

Yes _____ No _____

Please give several examples of this increase. _____

_____

_____

21. Do you feel that there is increased tolerance among the various ethnic groups in your school as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

22. In your opinion, what positive impacts have there been on students since this school became a community school? _____

_____

_____

23. In your opinion, what negative impacts have there been on students since this school became a community school? _____

_____

_____

24. During the course of the interview, we have talked about a number of issues concerning this community school. Do you feel that these things make this school different from other elementary schools?

Yes _____ No _____

25. Would you like to continue working on this council?

Yes _____ No _____

26. Would you like to see this school continue as a community school?

Yes _____ No _____

Appendix B.7

Social Agency Representatives Interview

SOCIAL AGENCY REPRESENTATIVES: INTERVIEW

Name of Agency _____

Type of Agency _____

Person Interviewed _____

Position _____

INSTRUCTION TO INTERVIEWER: Fill out one form for each school.

1. Which community school do you have contact with? _____

2. How frequently? _____

3. Who initiated this (these) contact(s)? _____

4. Please describe the types of contacts you have had with the community school. _____

5. Have these contacts been beneficial? Please elaborate. _____

6. Are these contacts different from those you have with other elementary schools?

   Yes ____ No ____

   Please elaborate. _____

7. From your point of view has the introduction of the Community Schools Program had any impact on Native students?

Yes _____ No _____ Not Sure _____

Please describe the impact. _____

_____

_____

8. Do you feel that there is increased tolerance among the various ethnic groups in the school as a result of the Community Schools Program?

Yes _____ No _____

Please give several examples. _____

_____

_____

9. What do you like about ..... Community School? _____

_____

_____

10. Are there any changes you would like to see in the school?

Yes _____ No _____

Please explain. _____

_____

_____

11. Would you like to see ..... continue as a Community School?

Yes _____ No _____ Not Sure _____

Appendix B.8

Parent Questionnaire

PARENT QUESTIONNAIRE

Dear Parent,

The Department of Education is interested in your opinions about _____ Community School. This information is for the Department only, and will not be seen by the child's teacher or any other school staff member. Your answers will be treated confidentially by the Department.

If you have more than one child at _____ School, complete only ONE form and return it with your oldest child.

Please return the questionnaire to the school in the envelope provided no later than Friday.

Thank you for your time.

1. What grade is your child/are your children in at _____ Community School?

   _____ _____ _____ _____ _____ _____

2. How long have your children attended this school? _____

3. Have you visited the school?

   Yes _____ No _____

   Please check ___ ALL the reasons you have been in the school:

   ____ Interview with the teacher
   ____ Meet the Teacher night
   ____ Volunteer
   ____ Meeting
   ____ Program: which one(s)?
   ____ Special Event: which one(s)?
   _____
   _____
   _____
   _____
   _____
   _____

4. Do you feel that _____ School is different from other elementary schools?

Yes _____ No _____ Not Sure _____

If YES, how is it different? _____

_____

_____

If NO, should it be different?

Yes _____ No _____ Not Sure _____

Please explain. _____

_____

_____

5. Is there a snack program in your school?

Yes _____ No _____ Not Sure _____

6. What do you like about _____ Community School? _____

_____

_____

7. Are there any changes you would like to see in the school?

Yes _____ No _____

Please explain. _____

_____

_____

8. Would you like to see _____ continue as a Community School?

Yes _____ No _____

Please explain. _____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.

Appendix B.9

Trustee Questionnaire

TRUSTEE QUESTIONNAIRE

School Division (please circle one): 3 4 6 13 20 81

How long have you been a trustee in this division? _____ year(s)

1. How would you describe your knowledge of/familiarity with the philosophy and aims of the provincial Community Schools Program?

not familiar _____
very limited familiarity _____
moderately familiar _____
quite familiar _____

2. Do you feel that the additional staff resources provided by the Department of Education are adequate to operate the designated schools as community schools?

Yes _____ No _____

Comments. _____

_____

_____

3. Do you feel that the additional financial resources provided by the Department of Education are adequate to operate the designated schools as community schools?

Yes _____ No _____

Comments. _____

_____

_____

4. How involved do you feel the following persons, groups or organizations are in promoting the Community Schools Program?

	Don't Know	Highly Active	Moderately	Slightly Active	Not At All
division senior administrative staff	DK	HA	M	SA	NA
community school principals	DK	HA	M	SA	NA
community school coordinators	DK	HA	M	SA	NA
elementary school principals (non-community school)	DK	HA	M	SA	NA
community school teachers	DK	HA	M	SA	NA
school trustees	DK	HA	M	SA	NA
city or municipal council	DK	HA	M	SA	NA
parents	DK	HA	M	SA	NA
adults who are not parents	DK	HA	M	SA	NA
community agencies	DK	HA	M	SA	NA
Department of Education	DK	HA	M	SA	NA

5. How would you describe your own attitude toward the Community Schools Program?

very negative _____
negative _____
neutral _____
positive _____
very positive _____

Please elaborate. _____

_____

_____

6. In your opinion, to what extent has your school division made progress in:

a) community use of facilities? _____

_____

_____

b) community involvement in the classroom program? _____

_____

_____

c) adult education programs? _____

_____

_____

d) additional programs for children and youth? _____

_____

_____

e) developing a sense of community? _____

_____

_____

f) facilitating interagency cooperation? _____

_____

_____

g) developing a community school council? _____

_____

_____

7. What kind of decision-making role do you think the community school council should have in the following areas? (please circle one)

	Direct Involvement	Consultation	No Involvement
a) developing educational goals for the school	DI	C	NI
b) developing an educational philosophy for the school	DI	C	NI
c) setting guidelines for council membership	DI	C	NI
d) planning fund raising for the school	DI	C	NI
e) planning a needs assessment	DI	C	NI
f) developing guidelines for student behaviour	DI	C	NI
g) planning afternoon and evening programs	DI	C	NI
h) determining budget priorities	DI	C	NI
i) evaluating the school program	DI	C	NI
j) determining priorities for facility usage	DI	C	NI
k) selecting the principal	DI	C	NI
l) selecting the coordinator	DI	C	NI
m) selecting teachers	DI	C	NI

8. This questionnaire has asked about a number of issues concerning this community school. Do you feel that these things make community schools different from other elementary schools?

Yes _____ No _____

9. Would you like to see this school continue as a community school?

Yes _____ No _____

10. Given the same level of departmental funding, would you like to see the Community Schools Program continue?

Yes _____ No _____

Any additional comments? _____

_____

_____

APPENDIX C

Community School Coordinator Forms

C.1 Community Resources in the Classroom

C.2 Community Use of School Facilities

C.3 Community School Council

Appendix C.1

Community Resources in the Classroom

COMMUNITY RESOURCES IN THE CLASSROOM

September 1982 - April 1983

Name of School _____

School Division # _____

Coordinator _____

TYPE OF CLASSROOM PROGRAM

Topic	Resource Person	Grade(s)	Number of Students	Number of Hours

Appendix C.2

Community Use of School Facilities

COMMUNITY USE OF SCHOOL FACILITIES

September 1982 - April 1983

Name of School _____

School Division # _____

Coordinator _____

TYPE OF USE	AGE OF USERS	FACILITY USED	HOURS FACILITY USED	APPROXIMATE NO. OF PARTICIPANTS
School Teams:				
After School Programs:				

* Programs sponsored by other organizations which use the Community School Facilities

COMMUNITY USE OF SCHOOL FACILITIES/2

TYPE OF USE	AGE OF USERS	FACILITY USED	HOURS FACILITY USED	APPROXIMATE NO. OF PARTICIPANTS
Evening Programs:				
Community Meetings:				

* Programs sponsored by other organizations which use the Community School Facilities

COMMUNITY USE OF SCHOOL FACILITIES/3

TYPE OF USE	AGE OF USERS	FACILITY USED	HOURS FACILITY USED	APPROXIMATE NO. OF PARTICIPANTS
Special Events:				
Other:				

* Programs sponsored by other organizations which use the Community School Facilities

Appendix C.3

Community School Council

COMMUNITY SCHOOL COUNCIL

September 1982 - April 1983

Name of School _____

School Division # _____

Coordinator _____

NAME OF COUNCIL MEMBER	BACKGROUND	TIME ON COUNCIL

How frequently does the whole council meet? _____

Does the council have an executive committee? Yes _____ No _____

If YES:

How many members? _____ (place an * by name above)

How frequently does it meet? _____

APPENDIX D

List of Types of Agencies Represented by Social Agency Personnel Interviewed

Boys' and Girls' Club
Catholic Family Services
Community Association
Community Clinic
Community Colleges (two)
Community Service Centre
Inner-City Ministry
Native Coordinating Council
Native Women's Girls' Centre
Parks and Recreation (two cities)
Police
Pupil Services (School Division)
Saskatchewan Alcohol Commission
School for the Deaf
University of Saskatchewan

POOR

QUALITY

ORIGINAL